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THE

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Department of Public Instruction.

RULES AND REGULATIONS OF THE PUBLIC SCHOOLS OF CALIFORNIA.

[Adopted by the State Board of Education, June 8th, 1866, in accordance with Section 2, of the Revised School Law, and required to be enforced in all Public Schools, according to Section 42, Subdivision 2, and Section 64, of the Revised School Law.]

SECTION 1. Teachers are required to be present at their respective school rooms, and to open them for the admission of pupils, at fifteen minutes before the time prescribed for commencing school, and to punctually observe the hours for opening and closing school.

SEC. 2. Unless otherwise provided by special action of Trustees or Boards of Education, the daily school sessions shall commence at nine o'clock, A.M., and close at four o'clock, P.M., with an intermission at noon of one hour, from twelve, M., to one o'clock, P.M. There shall be allowed a recess of twenty minutes in the forenoon session, from ten-forty to eleven o'clock; and a recess of twenty minutes in the afternoon session, from two-forty to three o'clock. When boys and girls are allowed separate recesses, fifteen minutes shall be allowed for each recess.

SEC. 3. In graded Primary Schools, in which the average age of the pupils is under eight years, the daily sessions shall not exceed four hours a day, exclusive of the intermission at noon, and inclusive of the recesses. If such schools are opened at nine o'clock, A.M., they shall be closed at two o'clock, P.M. In ungraded schools, all children under eight years of age shall be either dismissed after a four hours' session, or allowed recesses, for play, of such length that the actual confinement in the school room shall not exceed three hours and a half.

SEC. 4. No pupil shall be detained in school during the intermission at noon, and a pupil, detained at any recess, shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school rooms at recess, unless it would occasion an exposure of health.

SEC. 5. Principals shall be held responsible for the general management and discipline of the schools; and the other teachers shall follow their directions and coöperate with them, not only during the school hours, but during the time when the pupils are on the school premises, before and after school, and during recesses. Assistants shall be held responsible for the order and discipline of their own rooms under the general direction of the Principals.

SEC. 6. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds.

SEC. 7. It is expected that teachers will exercise a general inspection over the conduct of scholars going to, and returning from, school. They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

SEC. 8. Teachers shall prescribe such rules for the use of the yards, basements, and out buildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. Teachers shall be held responsible for any want of neatness or cleanliness about their school premises.

SEC. 9. Teachers shall give vigilant attention to the ventilation and temperature of their school rooms. At each recess, the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are cautioned against hot fires, and a high temperature.

SEC. 10. Teachers shall enter in the school registers, in the order of their application, the names of all those applying for admission to the school, after the prescribed number of pupils has been received. Such applicants shall be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

SEC. 11. Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

SEC. 12. No pupil shall be allowed to retain connection with any Public School, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs; *provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice, without the pupil's obtaining said books. Books may be furnished to indigent children by the Trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to purchase such books.

SEC. 13. Any pupil who shall in any way cut or otherwise injure any school house, or injure any fences, trees, or outbuildings belonging to any of the school estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any school premises, shall be liable to suspension, expulsion, or other punishment, according to the nature of the offense. The teacher may suspend a pupil temporarily for such offense, and shall notify the Trustees of such action. Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher, or of a monitor who is made specially responsible for the care of the seats and desks. All damages done to school property by any of the pupils

shall be repaired at the expense of the party committing the trespass.

SEC. 14. All pupils who go to school without proper attention having been given to personal cleanliness, or neatness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school room before entering. Every school room shall be provided with a wash basin, soap, and towels.

SEC. 15. No pupils, affected with any contagious disease, shall be allowed to remain in any of the Public Schools.

SEC. 16. The books used, and the studies pursued, shall be such, and such only, as may be authorized by the State Board of Education; and no teacher shall require or advise any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

SEC. 17. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 18. In all Primary Schools, exercises in free gymnastics, and vocal and breathing exercises shall be given at least twice a day, and for a time not less than five minutes for each exercise.

SEC. 19. The following supplies shall be provided by the District Clerk, under the provisions of Section 46, of the Revised School Law, on the written requisition of the teacher, viz.: clocks, brooms, dusting brushes, wash basins, water buckets, tin cups, dust pans, matches, ink, ink bottles, pens, penholders, slate pencils, crayon chalk, hand bells, coal buckets or wood boxes, shovels, pokers, soap, towels, thermometers, door mats, scrapers, and stationery.

SEC. 20. Trustees are authorized and recommended to employ a suitable person to sweep and take care of the school house, and to make suitable provision for supplying the school with water.

RULES FOR PUPILS.

1. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey

promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane and vulgar language, and to be clean and neat in person and clothing.

2. Pupils are required in all cases of absence, to bring, on their return to school, an excuse in writing, from their parents or guardians, assigning good and sufficient reasons for such absence.

3. All pupils who have fallen behind their grade, by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

4. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

5. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

6. Each scholar shall have a particular desk, and shall keep the same and the floor beneath in a neat and orderly condition.

INSTRUCTIONS TO TEACHERS.

1. Teachers will endeavor to make themselves acquainted with parents and guardians, in order to secure their aid and coöperation, and to better understand the temperaments, characteristics, and wants of the children.

2. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text book, and instruct all their pupils, without partiality, in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars, they are required to strive to impress on their minds, both by precepts and example, the great importance of continued efforts for improvement in morals, and manners, and deportment, as well as in useful learning.

3. Teachers should explain each new lesson assigned, if necessary,

by familiar remarks and illustrations, that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

4. Teachers should only use the text book for occasional reference, and should not permit it to be taken to the recitation to be referred to by the pupils, except in case of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned to the business of life.

5. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation, always in the same order, or in regular rotation.

6. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught, avoid all heavy plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

RULES FOR DISTRICT LIBRARIES.

(Adopted by the State Board of Education, June 8th, 1866.)

1. The Librarian appointed by the Trustees shall properly label and number each book in the district library, and keep a catalogue of the same, showing the title and number of each book.

2. The library shall be open for drawing and returning books —(here insert such time as may be determined by the Trustees and Librarian).

3. Every child, attending school, shall be entitled to the privileges of the library; but when the number of books is insufficient to supply all the pupils, the Librarian shall determine the manner in which books may be drawn.

4. No person shall be entitled to two books from the library at the same time, and no family shall draw more than one book, while other families wishing books remain unsupplied.

5. No person shall loan a library book to any one, out of his own house, under a penalty of fifty cents for each offense.

6. No person shall retain a book from the library more than two weeks, under a penalty of ten cents for each day he may so retain it; and no person may draw the same book a second time while any other person wishes to draw it.

7. Any person losing or destroying a library book shall pay the cost of such book and a fine of fifty cents; and any person injuring a book by marking, tearing, or unnecessarily soiling it, shall be liable to a fine of not less than ten cents, nor more than the cost of the book, to be determined by the Librarian.

8. Any person refusing or neglecting to pay any penalty or fine shall not be allowed to draw any book from the library.

9. The Librarian shall report to the Trustees, quarterly, the amount of fines imposed and collected, and the amount received for membership dues; and all moneys accruing from these sources shall be expended for the purchase or repair of books.

10. Any person, other than pupils attending, resident in the school district, may become entitled to the privileges of the school library, by the payment of an admission fee of one dollar, and a monthly membership of twenty-five cents.

11. Any person resident in the district, who shall pay to the Trustees the sum of ten dollars, shall be entitled to a life-membership privilege of the library.

12. The Librarian shall report, annually, to the District Clerk, on or before the tenth day of July, the number and condition of books in the library, the number and titles of books received by donation, the number and titles of books purchased, the amount of State School Library Fund expended, and the amount derived from fines and membership fees.

STATE SERIES OF TEXT BOOKS.

Adopted by the State Board of Education, June 8th, 1866, in accordance with Section ninety-six, of the Revised School Law.

[NOTE.—The members of the State Board were unanimously of opinion that no change in text books ought to be made at present, with the exception of adding Clarke's Geography to the list. The

books marked "adopted" cannot be changed for a period of four years from and after December 8th, 1866; those marked "continued" remain in use under the action of the former State Board of Education, and, not having been acted upon by the present Board, may be changed at any time during the next four years, if any change should be thought desirable. No change is at present contemplated.]

ARITHMETIC.

Adopted for four years.

Eaton's Primary,
Eaton's Intellectual,
Eaton's Common School,
Eaton's Higher.

GEOGRAPHY.

Allen's Primary (continued).
Cornell's Primary (continued).
Warren's Intermediate (continued for the present, with the recommendation that pupils be promoted as rapidly as possible into Clarke's Geography, and that as fast as practicable, Warren's Intermediate be superseded by Clarke's Common School Geography).
Warren's Physical (continued).
Shaw and Allen's (continued).
Cornell's Outline Maps (adopted).
Guyot's Wall Maps of Physical Geography (adopted).

GRAMMAR.

Greene's Introduction (adopted).
Quackenbos' English Grammar (continued).

READERS.

Willson's Entire Series, with charts (adopted).

PHYSIOLOGY.

Hooker's Elementary (adopted).
Hooker's Larger (continued).

HISTORY OF THE UNITED STATES.

Quackenbos' Primary (adopted).
Quackenbos' Larger (adopted).

NATURAL PHILOSOPHY.

Quackenbos' Natural Philosophy (adopted).

ALGEBRA.

Robinson's Series (adopted).

MORAL TRAINING.

Cowdery's Moral Lessons (adopted).

ENGLISH COMPOSITION.

Quackenbos' (adopted).

PENMANSHIP.

Spencerian, and Payson and Dunton's (both recommended).

BOOKS RECOMMENDED FOR TEACHERS.

Sheldon's Elementary Instruction.
Sheldon's Lessons on Objects.
Willson's Manual.
Russell's Normal Training.
Russell and Murdock's Vocal Culture.
Russell's Exercises on Words.
Well's Graded Schools.
Page's Theory and Practice.
Emerson's School and Schoolmaster.
Northend's Teacher's Assistant.
Wickersham's School Economy.
Kindergarten Guide.
Guyot's Earth and Man.
Mitchell's Planetary and Stellar Worlds.
Agassiz's Methods of Study in Natural History.
Agassiz's Sketches of Geology.
Barnard's Journal of Education.
Life of Horace Mann.
Life of Dr. Arnold.

COURSE OF STUDY.

SIXTH GRADE.

Reading, taught from Willson's Charts, using the word method. Alphabet taught when words can be called at sight. A set of

alphabet *blocks* will be found very useful. In the absence of charts, Willson's Primer must be used, and it may also be taken up after the charts are learned. Drill of two minutes at each lesson on elementary sounds. Oral language, or talking, taught by means of simple object lessons.

Numbers, counting to fifty, by use of objects only. A box of beans, or kernels of corn, or marbles, or small pebbles, can be used for this purpose, in connection with the abacus, or numeral frame. The use of objects in counting, instead of abstract counting, will enable children to form a more correct idea of the relative size of numbers, and will give a better foundation for arithmetical instruction. The Arabic figures may be taught from the blackboard, in connection with objects. Roman numerals to ten. Short lessons in addition may be given, using the beans at first, each pupil having ten, and afterwards using the fingers. Counting in this grade should be allowed to fifty, and addition to ten.

Slate and Blackboard Printing and Drawing.—All pupils of this grade must be provided with a small slate and pencil. Daily exercises on both slate and blackboard, in printing, from Willson's Chart Number Eleven, or from the primer, or from copies set by the teacher—capital letters, small letters, Arabic figures, lines, angles, etc. The pupils of this grade should be allowed to use the blackboard, during the recitations of other classes, at least twice a day, fifteen minutes or half an hour each time. Amusement is better than listless idleness.

Object Lessons, to train the perceptive faculties—sensation, perception, attention—will embrace lessons on:

Forms, including lines—straight, curved, parallel, perpendicular, vertical, oblique, and horizontal; angles—right, acute, and obtuse; surfaces—square and triangular.

Colors, the most common, such as red, blue, and yellow, from Willson's Color Chart, or in the absence of that, by classifying the colors of objects, such as grass, flowers, or articles of dress.

Miscellaneous objects, as articles of food, dress, or furniture, their parts and uses; the names of animals, plants, and vegetables, and their simplest uses. In these lessons the time must not exceed five minutes; only one or two new words should be introduced at a time, and every word and idea should be fixed in the mind. For

instruction in object teaching the teacher is referred to Willson's Manual, accompanying the charts, or to Calkin's or Sheldon's books, one of which should be in the hands of every teacher.

Manners and Morals, taught by explaining and enforcing habits of personal cleanliness, neatness in dress, order, obedience, and politeness, by *telling*, not reading, simple stories to illustrate the virtues of honesty, truthfulness, and kindness to one another, and to animals. Cowdery's Moral Lessons will be found invaluable for reference by the teacher, who should be able to tell the stories without the use of the book in school.

The time given to this grade must depend on the number of pupils it contains, compared with the other grades. The general rule must be *short exercises*, never exceeding ten minutes, and seldom five. The recesses of the children in this grade ought to be twice or three times the length of those for the older pupils. When in school they must be kept busy; and when there is nothing to be done, they ought to be out at play.

FIFTH GRADE.

Reading.—Willson's Primer, completed, and First Reader, begun, to be completed in this grade. Willson's Charts, Numbers Four, Five, Six, Seven, and Eight; spelling first from the Charts, then from Willson's Primary Speller, the words to be used in constructing oral sentences according to directions. Spelling lessons to be printed daily on the blackboard and on slates. Phonic spelling from Charts, Numbers Seven and Eight.

Numbers, counting to two hundred; counting by twos, fives, and tens, to fifty, and backward. Adding and subtracting numbers, not to exceed twenty in amount; mental operations to be expressed by written figures on the board and slates. This grade strictly limited to small numbers and simple operations, quickly performed.

Printing and Drawing.—Printing spelling lessons continued, and sentences begun. Drawing lines and angles, from Willson's Chart Number Eleven.

Object Lessons.—Lines and measures, forms and solids, and measures for the eye, from Willson's Charts, Numbers Eleven and Twelve. Colors, from Willson's Color Chart Number Thirteen, and box of hand color cards. In the absence of charts, the teacher will draw

on the board, lines, angles, and circles; surface forms, as triangle, parallelogram, hexagon, etc.; measures, such as inch, three inch, six inch, foot, and yard, square inch and square foot; or better still, sticks and pieces of board to illustrate the same, to be used in actually measuring objects and distances in the room.

Miscellaneous Lessons may embrace animals, birds, flowers, grains, vegetables, etc., from the charts, and confined mainly to names, parts, and uses.

Morals and Manners, as in the sixth grade, with the introduction of longer stories, read by the teacher, with applications more fully made. Committing to memory maxims and mottoes, such as are found in Willson's Manual.

Remarks.—In small schools, with few pupils, the fifth and sixth grades must be united in one. Short lessons and quick work; no exercise to exceed ten minutes at one time. Long recesses and plenty of amusement; make no smart children dull by long confinement and overwork.

FOURTH GRADE.

Reading.—Willson's Second Reader. Short class drill of one minute each, at each reading lesson, on inflection, emphasis, pitch, and force.

Spelling.—Willson's Primary Speller, with simultaneous class drill of two minutes each lesson, in phonic spelling, to secure distinctness of articulation and enunciation.

Arithmetic.—Eaton's Primary, counting by twos, threes, fours, fives, tens, and twenties, to one hundred, and backward; counting to two hundred, by bean boxes, if possible. Counting by objects is more difficult and more useful than abstract counting. Multiplication table begun, explained by objects and the numeral frame, and learned to six times twelve. Easy examples in addition and subtraction, performed on the board. Lessons of the Mental Arithmetic written on the board; short mental exercises, combining addition, subtraction, and multiplication. Numeration and notation, not to exceed one thousand; Roman numerals, to one hundred.

Geography.—Allen's Primary, used according to the instructions to teachers in the text book. Colton's Geographic Charts, if in school. Globe used to explain the shape and revolutions of the earth, and the relative positions of the grand divisions. Lessons in

local geography; directions of north, east, south, and west—not on the map, but out of doors; map of the school room; exercises in distances of places within five, ten, or twenty miles. Drawing all the maps of Allen's Geography on slate, paper, and blackboard.

Slate and Blackboard Printing and Drawing.—Printing lessons in arithmetic and spelling, both on board and slates; never leave the blackboard unused for a single minute; one grade can constantly be occupied. Drawing on slate and blackboard from margins of Spencerian Charts, from drawing cards, or best of all, from copies of the teacher.

Writing, on both slate and blackboard, first words from Willson's Chart Number Nine, then capital and small script letters.

Object Lessons may now be more systematically given, appealing to judgment as well as observation.

Colors reviewed and continued from the color charts. Forms reviewed and continued by using a box of geometrical solids. Animals from Willson's Charts; plants, forms and classes of leaves, and parts of flowers, from Willson's Charts.

Manners and Morals taught by lessons in Willson's Second Reader.

THIRD GRADE.

Reading.—Willson's Third Reader.

Spelling.— Willson's Primary Speller completed. All exercises in constructing sentences to be required as directed in the text book, as a preliminary to the study of grammar. Weekly exercise in collecting and writing words in common use, and the names of common objects.

Arithmetic.—Eaton's Intellectual. Multiplication table completed. Slate and blackboard drill exercises of five minutes, twice a week, in addition, subtraction, multiplication, and division. Lessons in mental arithmetic. Lessons on notation and numeration, extending to larger numbers.

Geography.—Cornell's Primary. All the maps to be drawn on slate, blackboard, or paper; Cornell's Outline Maps used in connection. Globe used for explaining latitude, longitude, tropics, and polar circles, and relative positions of places named in the geography. Map of county, town, or city in which the pupils live.

Exercises in distances of places in this State, and next the outline map of the State, with principal cities, rivers, and mountains.

Grammar.—Greene's Introductory to Part II, at the option of the teacher. Exercises in constructing sentences similar to those in Willson's Speller. Principal parts of speech.

Penmanship.—Writing on slate and blackboard continued. Blank copy books and pen used. Drill class exercises in position at the desk, holding the pen, using the fingers and arm, and on elements of letters. Copies to be set on the blackboard, in connection with the Spencerian or Payson & Dunton's Charts. Time, half an hour daily.

Drawing.—Slate and blackboard continued, and pencil drawing on paper begun. Forms of leaves from Willson's Chart Number Thirteen, and from drawing cards.

Object Lessons.—Willson's Charts continued according to directions. Begin collecting for the school cabinet specimens of rocks, minerals, ores, metals, grains, and other common objects, using them as topics. Lessons, fifteen minutes, twice a week.

Moral Lessons.—Cowdery's Moral Lessons. Making full application of lessons, for the purpose of exercising the conscience in judgment of acts and character. Pupils can now be taught the foundation of moral obligations, and the various classes of human rights and duties.

Remarks.—In this grade pupils begin to study lessons systematically. If the school is large the teacher can make daily alternations of reading and spelling, or of grammar and geography. It is by no means necessary that all the recitations should be daily.

SECOND GRADE.

Reading.—Willson's Fourth Reader; two lessons a week, in connection with Willson's Charts.

Spelling.—Willson's Larger Speller; two lessons a week, both written and oral, alternating with reading.

Arithmetic.—Eaton's Practical, begun and continued to decimal fractions; daily lessons. Eaton's Intellectual, continued; two lessons a week. Drill class exercises, of five minutes each, in written arithmetic, on rapid operations in addition and multiplication.

Geography.—Warren's Intermediate.* Learning the coarse print

* See note on this text book, page 8

and leading map questions. Cornell's Outline Maps, continued. Exercises in latitude and longitude of cities and countries on the globe. Outline maps on paper, every two weeks. Two lessons a week in geography, alternating with grammar.

Grammar.—Greene's Introductory, completed. Weekly compositions, embracing geographical descriptions, or descriptions of objects, considered under the head of object lessons. No composition on abstract topics.

Penmanship.—Pupils must now be taught how to write, fold, and address a letter; one letter a week, until the letters are correctly written. Engraved copy books of the Spencerian, or Payson & Dunton's system. Blank books still used for drill exercises. Pupils required to present monthly specimens for examination and credits.

History.—Quackenbos' Primary.

Object Lessons.—One lesson a week, fifteen to thirty minutes. Collection of cabinet specimens continued.

Moral Lessons.—One lesson a week, half an hour.

FIRST GRADE.

Reading.—Willson's Fourth, continued, or Fifth, taken up, if the class is competent to use it. Two lessons a week.

Spelling.—Willson's Speller, continued alternately with reading. Written exercises in constructing sentences, according to directions on each page of the Speller.

Arithmetic.—Eaton's Practical, continued. Exercises in writing promissory notes, orders, receipts, and business forms, twice a week, until all the pupils can execute neatly and correctly. Written examination of ten questions, once a month.

Grammar.—Quackenbos'. Pupils required to correct one another's written exercises and compositions, and to rewrite them before submitting to the corrections by the teacher. Grammar alternating with geography. Written examinations monthly.

Geography.— Shaw and Allen's Comprehensive. Specimen maps drawn once a month. Written geographical descriptions, and monthly review examinations in writing.

History.—Quackenbos' United States.

Physiology.—Hooker's Larger, alternating with history.

Bookkeeping, in place of writing; Payson & Dunton's Elementary.

Oral Instruction, in State Government, and in Constitution and Government of the United States, rights and duties of citizenship.

Remarks.—In schools numbering fifty pupils, it will probably be found necessary to have at least two classes in arithmetic and grammar, in this grade, and the same in the second. In reading, spelling, and geography, every effort should be made to keep the classes united.

ADVANCED GRADE.

Arithmetic.—Eaton's Practical completed, or High School begun.
Algebra.—Robinson's Elementary, alternating with arithmetic.
Reading.—Declamations and recitations.
Bookkeeping.—Advanced.
Grammar.—Analysis and composition.
Natural Philosophy.—Quackenbos'.
Elementary Drawing.
Geometry.

GENERAL EXERCISES.

The tact and skill of teachers will be shown in the arrangement of the general exercises of the whole school, or for two grades united. Some of these exercises should be as follows: In arithmetic, drill exercises of five minutes in mental examples, at least twice a week; slate and blackboard exercises of five minutes in adding columns of figures, for first, second, and third grades together; exercises in four elementary rules.

Declamations for the boys, and select readings or recitations of poetry by the girls, weekly or semi-monthly. Physical exercises daily, such as free gymnastic and other exercises, according to Lewis' or Watson's handbooks.

Spelling matches in oral spelling, uniting the three highest grades. Written spelling in the same manner.

General exercises of three grades in letter writing. Drill exercises of the whole school in penmanship, position at the desk, holding the pen, and elements of letters.

Allowing the pupils of one grade to question those of another, on any one of the school studies. Object lesson for the whole school. Singing should be a daily exercise, if possible.

Manners and Morals.—General lessons on such topics as lying,

stealing, profanity, intemperance, idleness, industry, honesty, truthfulness, duties to parents, obedience to authority.

Indispensable School Apparatus.—Willson's School and Family Charts, Cornell's Outline Maps, Map of California, a globe, Webster's New Pictorial Dictionary, set of writing charts, numeral frame, set of alphabet blocks, box of geometrical solids, a foot rule and a tape line; gill, pint, and quart measures; ounce, quarter pound, half pound, and pound weights (avoirdupois), and scales for experiments in weighing, a box of beans or marbles, a school cabinet.

STATE BOARD OF EDUCATION.

At the call of the Secretary, a special meeting of the Board was held in the office of the Superintendent of Public Instruction, June 5th, 1866. Present—Swezey, Sibley, Cottle, Minns, Tonner, and Swett. Absent—Gov. Low, Pelton, Hatch. Minutes of the last meeting were read and approved. Wesley Tonner, Superintendent of Common Schools of Santa Clara County, took the oath of office. The Committee on Course of Study, Mr. Minns, Chairman, reported in favor of the course of study recommended by the State Superintendent in his Biennial Report. The Board then went into committee of the whole for the consideration of the Report. After a lengthy discussion the committee rose, reported progress, and asked further time for consideration.

The Committee on Rules and Regulations, Mr. Swett, Chairman, reported a full set, which was considered in committee of the whole, and laid on the table for further consideration. The Board then adjourned to meet at 9, A.M., June 6th.

SECOND SESSION.

Board met at 9 A.M., June 6th, Swezey in the Chair, and adjourned to 9 A.M., June 8th, for the purpose of attending the commencement exercises of the College of California.

THIRD SESSION.

Board met at the office of the Superintendent of Public Instruction, June 8th, at 9, A.M. Present—Swezey, Sibley, Cottle, Tonner,

Minns, and Swett. The report on Rules and Regulations was first taken up *seriatim*, discussed, and adopted. The Committee on Rules for District Libraries then submitted a report which was adopted. The subject of "State Series of Text Books" was then taken up, when the following text books of the State series, now in use, were unanimously re-adopted for four years, viz.: Eaton's Arithmetics, entire series; Willson's Readers, entire series; Willson's Spellers; Greene's Introductory Grammar; Hooker's Elementary Physiology; Quackenbos' History of the United States; Cowdery's Moral Training; Cornell's Outline Maps; Guyot's Wall Maps. Clarke's New Geography was unanimously adopted in the series, to follow Warren's Intermediate, and with the recommendation that teachers introduce it in place of Warren's Intermediate, as soon as practicable. The following text books, formerly only recommended, were adopted for four years, viz.: Robinson's Algebra, full series; Quackenbos' Natural Philosophy; Quackenbos' English Composition. The following text books of the former State series were not adopted for four years, but ordered "continued" indefinitely: Allen's Primary Geography; Cornell's Primary Geography; Warren's Intermediate, to be gradually superseded by Clarke's Geography; Quackenbos' English Grammar; Hooker's Larger Physiology; both Spencerian and Payson & Dunton's Penmanship recommended.

The following works were recommended for use of teachers: Sheldon's Elementary Instruction, Sheldon's Lessons in Objects, Calkin's Object Lessons, Willson's Manual, Russell's Normal Training, Russell and Murdock's Vocal Culture, Russell's Exercises on Words, Well's Graded Schools, Page's Theory and Practice, Emerson's School and Schoolmaster, Northend's Teacher's Assistant, Wickershams' School Economy, Kindergarten Guide, Guyot's Earth and Man, Mitchell's Planetary and Stellar Worlds, Agassiz's Methods of Study in Natural History, Agassiz's Sketches of Geology, Barnards' Journal of Education, Life of Horace Mann, Life of Dr. Arnold.

The course of study recommended by the committee was adopted with the amendment made necessary by the adoption of Clarke's Geography, and Quackenbos' Composition, and other text books.

A Standing Committee on Library Books, consisting of Messrs

Swett, Sibley, and Cottle, was appointed to report at the next meeting. A resolution, offered by Mr. Cottle, was adopted, authorizing the Superintendent of Public Instruction to have printed a sufficient number of labels for books belonging to district libraries, and to furnish school trustees with a supply of the same.

A communication was received from the State Board of Examination, signed by Swett, Bradley, and Marks, recommending certain teachers as eligible for life diplomas. After some discussion, life diplomas were ordered issued to Geo. W. Minns, Bernhard Marks, and H. P. Carleton, the remainder of the names being laid over for future consideration.

The Board then adjourned to meet at the call of the Secretary.

BOARD OF STATE NORMAL SCHOOL TRUSTEES.

The Board of State Normal School Trustees met at the office of the Superintendent of Public Instruction, June 5th, 1866. Present—Swezey, Sibley, Cottle, Tonner, and Swett. Mr. Minns, Principal of the State Normal School, made a detailed report of the standing of the members of the Senior Class in the school, and recommended the graduation of the entire class, which was adopted.

On motion of Mr. Cottle, the salaries of the teachers of the Normal School were ordered paid for one-fourth of the month of June. The Board then adjourned to meet at the call of the Secretary.

SECOND SESSION.

The Board met June 8th, at the office of the Superintendent of Public Instruction, at 1 o'clock, P.M. It was ordered that the State Normal School be re-opened on Wednesday, July 5th, 1866, in accordance with a previous advertisement of the Secretary.

The Executive Committee, to whom was referred the election of an assistant teacher to fill the vacancy occasioned by the promotion of Miss E. H. Houghton, nominated for the position Mrs. Beale, who was unanimously elected at a salary of one hundred dollars per month.

Mr. Sibley introduced the following resolution, which was unanimously adopted:

Resolved, That the Board of Education of the City and County of San Francisco be requested to allow the Trustees of the State Normal School to prepare and adopt a special course of study for the Training School.

A communication was read from Mr. Minns relating to the Cabinet of the Normal School, which was laid on file. The Board then adjourned, to meet at the call of the Secretary.

STATE NORMAL SCHOOL.—The closing exercises of the School, held in Lincoln Hall, June 7th, were attended by large audiences, and passed off to the entire satisfaction of everybody concerned.

The compositions were plain and sensible, the singing good, and the training classes well managed.

The regular programme was interrupted by two little episodes: one, the presentation to Mr. Minns, by his pupils, of a handsome service of silver plate; the other, the presentation to Mr. Minns, by the teachers of San Francisco, of a gold watch and chain. The following is a list of Graduates, and of the Order of Exercises of the State Normal School, June 7th:

GRADUATES.

Ervin D. Humphrey, Abner F. Olinger, Arthur Rodgers, Nelson S. Trowbridge, Silas A. White, Amey E. Campbell, Abbie A. Carswell, Almira T. Flint, Gazena A. Garrison, Lillie L. Gummer, Elizabeth York, Annie M. Holmes, Sarah E. Miller, Mary F. Metcalf, Mary S. Moulthrop, Mary J. Morgan, Lizzie A. Morgan, Frances B. Piper, Frances Simon, Maria L. Soule, Charlotte F. Stephenson, Elizabeth White.

ORDER OF EXERCISES.

In the Morning.

Prayer.

1. Hymn, by the School.
2. * "Requisites for success in Teaching," by Almira T. Flint.
3. "Sorrows and Pleasures of Childhood," by Elizabeth York.
4. The importance of well understanding Household Duties," by Frances B. Piper.
5. * "Soliloquy of one of the Mammoth Trees," by Amey T. Campbell.

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* Only those marked with an Asterisk were read.

6. Music—"Soft is the Morning Dew."

7. Exercise with a class from the Training School—on Form—conducted by Mary G. Heydenfeldt.

8. Calisthenics, by the same class, under the direction of Florence E. Smith.

9. * "Love of Nature," by Gazena A. Garrison.

10. "Autobiography of a School Desk," by Mary F. Metcalf.

11. "Silent Influences," by Mary S. Moulthrop.

12. "Calisthenics," by the School.

In the Afternoon.

13. Music—"Ring the Bell, Watchman."

14. "The Tyranny of Fashion," by Sarah E. Miller.

15. "Old School Books," by Elizabeth White.

16. * "Poetry," by Frances Simon.

17. Music—"Hark! 'T is Music Stealing."

18. * "Useful and Ornamental Women," by Lillie L. Gummer.

19. "The Simplest Pleasures the Best," by Abbie A. Carswell.

20. Exercises with the class from the Training School—

An Object Lesson by Annie M. Holmes.
In Reading and Vocal Culture by Almira T. Flint.
On Color, by Lillie L. Gummer.
On Morals and Manners, by Amey E. Campbell.
Singing, conducted by Susan A. Mowry.

21. * "Advantages of the Training School," by Annie M. Holmes.

22. * "A Life Plan," by Charlotte F. Stephenson.

23. "Our Thoughts," by Lizzie A. Morgan.

24. Calisthenics, by the School.

25. * "The Duties and Responsibilities of American Citizens," by Nelson S. Trowbridge.

26. * "The Permanence of Literary Fame," by Arthur Rodgers.

Music—America.

In the Evening.

27. Music—"Wake, my Harp."

28. * "Public and Private Life," by Ervin D. Humphrey.

29. * "From my Window on Sunday," by Maria L. Soule.

30. * "Earth's Benefactors," by Abner F. Olinger.
31. Music—(Duet and Chorus) "Pleasures of Spring."
32. * "Farewell," by Mary J. Morgan.
33. Music—"Charity."
34. * "Common Sense in Common Schools," by Silas A. White.
35. Music—"Say, will Summer Roses Bloom?"
36. Presentation of Diplomas, by Henry P. Carlton.
37. Addresses—By Rev. H. Stebbins, Hon. J. W. Winans, Hon. John Swett, State Superintendent, Judge E. D. Sawyer, Bernhard Marks, Esq., and G. W. Minns, Principal of the School.
38. Chant—The Lord's Prayer.

District School Tax.—Section 102, of the Revised School Law, requires some explanation. This section, as submitted to the Senate from the Committee on Education, provided that whenever the State and county money was insufficient to keep a free school five months, the Trustees should levy a tax for that purpose. The Senate amended Section 101, by making a class of districts, in which the taxable property exceeds $200,000, maintain a school without rate bill, for *five* months, and another class of smaller and poorer districts maintain a school *three* months without rate bills. Accordingly, Section 102 was amended, by inserting after the words "five months in each year," the clause "as required in the preceding section." The effect of this amendment was to provide that in districts having more than one hundred children and $200,000 of valuable property, the Trustees have power to levy a tax without vote, to keep a free school five months; and in other districts, with fewer children and less property, the Trustees have power to levy a tax for a *three* months' school.

Temporary Certificate.—Under the provisions of the Revised School Law no temporary certificates can be granted, either by County Superintendents or County Boards of Examination. The sluice gate which has flooded counties with low grade teachers is now shut.

Resident Editors' Department.

A Month among the Schools..—Our crowded columns allow only the briefest possible notes of a somewhat extended trip among the schools:

San Joaquin County.—In company with Superintendent Cottle we devoted one day to the city schools of Stockton, and one day to the county schools. Stockton has one fine brick Grammar school house, one good house for an Intermediate school, and several school shanties. The schools are in pretty good condition, but not yet fully graded, and without a specific course of study. The text books used are somewhat obsolete. The school at Woodbridge, taught by Mr. Leadbetter, is an excellent one, but the school house is one of the very meanest of the wretched apologies for school houses to be found in the State. Woodbridge is a thriving little town, and can well afford to build a house worth $3,000. The five other county schools we visited were small, but taught by good teachers, and in excellent condition. Superintendent Cottle has greatly raised the character of these schools by insisting on the employment of educated teachers, and the payment of fair wages. He devotes his entire time and attention to the schools, and yet his salary is only twelve hundred dollars a year.

Calaveras County.—Copperopolis has a good two story wood house, built at a cost of $3,000, one-half of which sum was donated by Thomas Hardy, formerly the lucky owner of the controling interest in the Union copper mine. The school is attended by one hundred and twenty pupils, and is crowded to its utmost capacity. A new primary house is much needed. Mr. Bacon and Miss Meader are the leaders. Through the courtesy of the Superintendent we were allowed to descend into the far famed "Union" mine, one of the richest and most extensive copper leads in the world. An evening lecture on public schools was well attended.

Murphy's.—Here we found a large, neat, convenient, well planned, and well situated school house, and a neat and orderly school. The school yard is large and filled with a most picturesque growth of young pines. At Angels we found a neat and pleasantly located house, a pleasant school, and a faithful teacher. San Andreas has a little house, perched on the summit of a barren hill, in regular old fashioned style. The furniture of the house is worse than the location. The school appeared well.

In one of the little districts, the name of which we cannot now recall, we

found a graduate of the State Normal School (Mr. J. A. Louttit) teaching a "model school." Mr. Louttit was not only *keeping* school, but *teaching* it. He holds a first grade State certificate in addition to to his Normal School diploma, and is a young teacher of great promise.

Mokelumne Hill.—Here we met Dr. Barstow, the enthusiastic County Superintendent of this county, who is engaged in teaching the school of the Hill. The school was not in session the day we were there. The house is a new one, well-built, but very poorly planned. A little taste, a little knowledge of school architecture—a suggestion from any teacher of common sense—would have secured a convenient house, without a dollar's additional expense.

Nevada County.—In company with Mr. Deal, the County Superintendent, and editor of the *Nevada Transcript*, we passed a delightful day among the schools of Nevada City. The Trustees were fortunate, several years ago, in securing competent teachers, and have had the wisdom ever since to keep them. Mr. McChesney is Principal of the High School Department. The Primary schools are among the very best we have ever seen, and are good enough to suit the most fastidious critic. The only drawback to the Nevada schools is the heavy rate bill which each pupil is required to pay. Nevada has an assessment roll of over a million dollars, and ought to maintain schools by direct taxation.

Grass Valley.—During the past year the schools of this town have been gaining ground under the direction of good teachers and a careful Board of Trustees, but there is still room for improvement. The two school houses are crowded, and a new house is required. Rate bills are heavy, and the friends of free schools have never felt strong enough to carry a special tax. With a taxable property of two millions the schools ought to be made free.

At the last school census Grass Valley returned 838 children—a greater number than either Oakland, Placerville, or Petaluma, and nearly as many as either Marysville, San José, or Stockton.

Allison's Ranch.—A fine new school house has just been completed at this place at a cost of $2,500. The school numbers over a hundred children, most of them under ten years of age, and evidently born, not exactly in the mine, but around it.

The school was a very orderly one, and the room was ornamented by two magnificent flags—the "stars and stripes" and the banner of the "Emerald Isle," each of which cost not less than $250.

The citizens of this place deserve great credit for their efforts in establishing a good public school. We had the pleasure of descending the mine to the depth of five hundred feet, and of crawling through all its narrow drifts, and cavernous depths and wet "inclines." The Allison mine is one of the richest in the State, and has been extensively worked.

Yuba County—Timbuctoo.—This old "mining camp" has a large school and a fine teacher, Mr. Wells, a brother of the distinguished educator, Wm. H. Wells of Chicago—and an old tumble-down school house not quite so dilapidated as the one at Woodbridge, or two in the city of Stockton. We did not stop here, for stage coach riding is not quite so convenient as a private conveyance,

and we could not spare twenty-four hours time. Timbuctoo ought not to be associated with Central Africa, for the citizens intend to build a new school house during the coming school year.

At Marysville, finding that Mr. Stone, the active Superintendent of Yuba county, was out on a horseback tour among the mountain districts, we pushed on to Oroville.

Butte County.—We arrived at Oroville, according to previous appointment, in season to be present at the examination of the public school taught by Mr. Upham, ex County Superintendent of Butte County. The examination proved that Mr. Upham had been as faithful and efficient in the school room as in the office of Superintendent, which is a great deal. Oroville reports two hundred and ninety-one census children, and the number attending school is about one hundred and twenty-five. A new school house is much needed, and $2,000 has already been subscribed for building it. It is proposed to build a two story brick house at a cost of from five to six thousand dollars. An evening lecture on "Education," was attended by a good audience.

Chico.—R. H. Allen, the new County Superintendent, resides here, and is Principal of the public school. The new school house is built of brick, two stories high, is well arranged, and delightfully situated in a beautiful grove of oak trees. This is the finest school house in the State north of Marysville. The County Board of Examination held a session at Chico on the Saturday we reached there, and we had the pleasure of meeting quite a number of the excellent corps of teachers, which Mr. Upham secured for the schools; among them Dr. Schellhous, who is teaching at Cherokee Flat with excellent success, and Mr. Nutting, from Bangor District. Mr. Nutting obtained a State diploma last year, and ranks very high as a teacher. Dr. Schellhous holds a first grade State certificate. During the last two years Butte County has had good schools, because Mr. Upham and the County Board of Education would not allow poor teachers and cheap teachers to receive certificates. We hope Mr. Allen and the new Board will keep up the standard.

Tehama County.—At Red Bluff we hunted up County Superintendent Cressler, and devoted the day to visiting schools. Mr. Cressler is a practical teacher, and will make an excellent school officer. The school at Red Bluff is an excellent one, but the house is not creditable to the town. We noticed here a small geological cabinet, an index of the scientific taste of the teacher, Mr. Sanders. We made a pleasant visit to the Antelope District, three miles from Red Bluff, across the river. The school house is a model one built of cobble stones and cement, and as pretty and tasteful as a piece of shell work. The teacher, Mr. Morris, and the school, were in keeping with the school house. Mr. Bahney, for three years County Superintendent of this county, resides in this district and sends his children to this school. Mr. Bahney was a very faithful and efficient school officer, and he evidently did not neglect his own district. Having a superior teacher, the Trustees intend to use him well, pay him a good salary, and hold on to him. Sensible men. Mr. Bahney owns a fine farm and orchard, which, it is hardly necessary to say, was not paid for out of his annual salary

of $250, as County Superintendent. We have a very pleasant recollection of Mr. Bahney and his family. Returning to Red Bluff, in the evening we addressed the citizens on the subject of "Public Schools." [*To be continued.*]

GIRLS' HIGH SCHOOL COMMENCEMENT.—The second annual commencement exercises of this popular institution, Ellis H. Holmes, Principal, were held in Lincoln Hall, May 30th. The Hall was filled to its utmost capacity by an appreciative audience. The essays of the young ladies, or, according to the programme, "Girls," were as beautiful as the authors and readers, which is saying a great deal. The reading was particularly fine, and gave evidence of careful elocutionary culture. The singing was even finer than the reading, if such a thing were possible.

WHAT THEY SAY OF US.—The Cincinnati *News and Educator*, of April 28th, remarks:

"We are under obligations to the Hon. John Swett, Superintendent of Public Instruction for the State of California, for his first Biennial Report. It is a volume of 422 pages; it contains all the facts and figures usually found in such reports, and in addition, the remarks of the Superintendent have a weight of common sense, and a raciness of expression not usually found in similar documents. We design to transfer some of the good things in the volume to our paper."

A NEW SCHOOL JOURNAL.—We are glad to acknowledge the receipt of the *Cincinnati News and Educator*, a weekly paper devoted mainly to education, literature, and science. It is replete with useful and interesting matter, and cannot fail to be of great service in the work which has been so nobly done in the great State of Ohio—a State whose public schools yield the palm to none in the Union. We have some good Ohio teachers in this State, and we do them a favor by calling their attention to this paper. It is published by Nelson & Co., at Cincinnati, at the exceedingly cheap price of two dollars per annum in advance.

COLLEGE OF CALIFORNIA.—The Commencement of this College occurred on the sixth of June, at the new College School Hall, in the presence of a large number of visitors. Four graduates received the honors of the Institution. An oration was delivered by Rev. Horatio Stebbins, of San Francisco. The honorary degree of A.M. was conferred on Geo. W. Bunnell, Master of the Latin High School, San Francisco, Henry P. Carlton, acting Principal of the State Normal School, E. D. Sawyer, Judge of the Fourth District Court, and Messrs. E. A. Tuttle and Henry W. Cleaveland. The meeting of the Associated Alumni of the Pacific Coast was held in the afternoon of the same day, and the alumni dinner is reported to have been a perfect success in the evening. The day was a good one for all concerned, from the State Board of Education down to the youngest member of the College School.

NEWARK (New Jersey).—The Ninth Annual Report of the Board of Education is received, showing the number of children 18,982, of whom were regis-

tered as pupils 11,945. There are 43 different schools, and the estimated value of houses and sites is $161,365. Superintendent Sears gives a plain, straight forward talk to the Board of Education, detailing progress and suggesting improvements. Among the tables we notice one giving the names of teachers, salary, number of times tardy, times lost by tardiness, times absent with permission and without permission, etc. Newark seems to have waked up from the lethargy which formerly characterized its public schools.

Union Institute.—Monterey and Santa Cruz counties held a Union Institute at Watsonville, during the month of May. We acknowledge the receipt of Prof. White's address before the Institute, and congratulate the teachers in attendance upon the fact of having among them a gentleman so capable of setting forth principles of such importance in so pleasant a form. The Pajaro Valley *Times* is doing good service by giving ample attention to educational matters. We notice not only Mr. White's address in full, but also the Quarterly Report of County Superintendent Stone to the Board of Supervisors, together occupying a full page of its issue, dated May 19th.

City Female Seminary.—We had the pleasure of listening to the examination of several classes, and to the commencement exercises of this Institution, under the charge of Rev. Charles R. Clarke, on the thirty-first of May. Three young ladies received diplomas, and the exercises were closed by an address from Rev. Dr. Scudder. The Seminary is one of the best private schools on this Coast, and is gaining popularity each year under the care of its accomplished Principal, the author of Clarke's New School Geography.

New York Reform School.—We have received, through the courtesy of E. H. Hallock, Esq., the "Forty-first Annual Report of the Managers of the Society for the Reformation of Juvenile Delinquents" to the Legislature of New York, being for the year 1865. The whole number of children received into the House of Refuge since its opening is 10,853. On the first of January, 1866, there was 939 inmates. In Mr. Hallock's report we find the following passage, which we take to be true, not only in reform schools, but in schools of every grade.

"The seat of our work is the heart. Each child presents a different problem of strange perversity, of weakness, and ignorance, and each must be addressed as its peculiar wants require; each must have individual management, encouragement for good conduct, pain for bad, instruction for doubt, tenderness for weakness, care for bad habits, and religious counsel for peculiar wants. As we are now situated, teaching is addressed to the mass rather than to individuals, and, as a result, while we are laboring, evil is intensified in the hearts of some who are not and will not be instructed, unless they are personally addressed."

Registry Act.—We have been favored with a copy of the Citizen's Hand Book; containing the Registry Act, the Constitutional Provisions defining the Right of Suffrage, and the Laws Regulating Elections. It is a pamphlet of sixty-four pages, with copious index, and will prove of great assistance to officers and citizens generally.

THE COMPLAINING TEACHER.—Our regular subscribers are not at all likely to be hit by the following words of Mr. Chuncle, who summarily demolisheth those occupants of school rooms who consider their lot the hardest in the world. Our regular subscribers are the most contented people in the world, we imagine; but in order to sustain their contentment, as well as to show up those foolish persons who *borrow* the TEACHER, and then growl at its contents, we invite serious attention to our ancient friend, whose wrath is terrible indeed:

"It's nothing but one continued, unremitted swindle! All through life a teacher is shabbily dealt with, and those with whom he has anything to do shave him at every step."

Hear him! Forty years ago a poor, wee, helpless, contemptible little animal came into the world without either hair or feathers to cover him. For forty years he has bathed his lungs in balmy air, has slaked his thirst with crystal water, has reveled in the brilliant sunlight, has feasted his eyes with glories and his ears with melodies.

Not only has he taken and enjoyed, without permission and without thankfulness, God's choicest, holiest blessings, but all mankind have been slaves to him. Even before the arrival of the puny brute grand preparations were made for him. For ages before he came, the wisest and best of mankind collected, accumulated, and preserved knowledge to serve him. Ever since his unprofitable advent humanity has been toiling for him.

They have delved into the bowels of the earth for metals; they have felled the giants of the forest for timber; they have tilled the soil and ranged the world for material; they have built him houses, no one of which he could ever have furnished with glass in a lifetime; they have made him furniture such as he could not even imitate; they have adorned him with clothing and furnished him with thousands of conveniences which he could not even have imagined; they hold themselves in readiness to carry him with tremendous speed, in all imaginable safety and comfort, from one end of the earth to the other; to carry his written communications to his friends in distant parts, and to flash his messages to them on the edge of the lightning; they are constantly on the alert to provide him with the rarest productions from the remotest parts of the earth; and what does he do in return?

He spends six hours a day in the intensely interesting and pleasurable occupation of watching the swelling, opening, and unfolding of fifty or sixty immortal buds of intellect.

"Swindled at every turn!" "Shaved at every step!"

You ungrateful wretch, the day of reckoning is at hand. We'll make you show what you *brought* and what you've *earned* since you came here. Against the sum we'll place our just but gigantic bill, and we'll *compel*—yes, sir—we'll *force* a settlement. And how many centuries, at one cent a day, for that's all your labor will be worth in Tophet, will it take you to earn the balance, carrying brimstone in coal scuttles, to torture better, but more unfortunate, fellows than yourself? Think of it and weep.

STATE NORMAL SCHOOL REPORT—for twenty-four days from May 4th to June 7th, inclusive:

Whole attendance during the month	72
Whole attendance of females	65
Whole attendance of males	7
Average daily attendance	67
Percentage of attendance	94
Whole number of counties represented	19

Four pupils left school this month to take schools in the country.

Boston.—The Eleventh Semi-annual Report of the Superintendent of Public Schools, John D. Philbrick, Esq., is before us—a well printed document of 73 pages, full of valuable suggestions and information. The expenses for school purposes are set down at $643,774, which amount Mr. Philbrick uses in comparing sundry years together to show that Boston is not running into extravagance in her expenditures for schools. This policy "has enabled us," he says, "to provide tuition at twenty dollars per pupil, as good, perhaps, as is afforded in private schools at two hundred dollars, or ten times the rate. It has enabled us to make greater progress than any other large city has made toward the true ideal of a system of public education, which requires that *the schools shall be free to all, good enough for all, and attended by the children of all.*" About twenty-five pages are occupied with remarks on Object Teaching, which, properly understood, he cordially endorses. At the close of the report, fitting allusion is made to the series of lectures upon different branches of Natural History, which was prepared expressly for the teachers of the public schools of Boston. At the introductory meeting the teachers were addressed by His Honor the Mayor, Governor Andrew, President Hill, of Harvard University, Geo. B. Emerson, LL.D., and other eminent friends of education. The lectures embraced branches of Natural History of the deepest interest. They were attended by about six hundred teachers, representing more than twenty-seven thousand children. Their influence for good cannot be overestimated.

California Prison Commission.—At the last meeting of the Trustees, the Agent, Mr. James Woodworth, presented his report for the preceding quarter. The following are some of the statistics of the work performed:

"Whole number of interviews with prisoners, before and after their release, 854; number of prisoners conversed with for the first time, 412; number assisted in various ways, 106; number furnished with board for periods varying from a single meal to three weeks, 15; number supplied with money, in small sums, generally those leaving the city for the interior, where they had friends, or hoped to find employment, 14; with clothing, 4; number furnished with means to leave the city for various points, 14; number released from confinement (in the City Prison), their further detention not being demanded by justice or the interests of society, such release being secured by the efforts, in various ways, of the Agent, 32; commutation of sentence secured in three cases; visits to the office of the Commission by discharged prisoners, 100; visits by the Agent to the State Prison, 5; to the County Jail, 44; to the City Prison, 81; addresses to prisoners, 4; letters written, 34; articles for publication, 5; money collected, $288.50, and about 1,000 business calls made. Correspondence has been opened with several societies similar in character in the East, and documents received from them, bearing on the work, which it is designed to place in the hands of persons who need and who desire information in regard to the nature and practicability of such enterprises as the one undertaken by the California Prison Commission."

The Commission seem to be doing good work, and deserve the support, moral and pecuniary, of the charitable citizens of this State.

Primary Examinations.—The unexpected pressure on our space in consequence of the work done at the last meeting of the State Board of Education, must be the excuse for deferring the article on the Primaries promised in our last issue. It will be equally good for August consumption, and our readers must wait.

university, even though, in order to do this, the present demand, for example, of a knowledge of the Greek accents should be relinquished.

2d. That *as much* time and study shall be given in the curriculum to the *four* modern languages, as is devoted to the *two* ancient languages.

3d. That the *compensation* paid to the teachers of the modern language department be such as to secure and retain the services of accomplished and able men.

4th. That equal rank be given to students for success in these studies, as in other departments, so that there shall be no discouragement on the part of the faculty to their choice as elective studies."

GIRLS' HIGH SCHOOL.—Not being able ourselves to attend the Examination of this excellent institution, we have the pleasure of presenting our readers with a translation from *Le National*, the spirited French weekly of our city, giving an account of what was seen and heard there:

"We are still quite excited by the examination of the High School which we attended last Monday. We repaired to the Bush Street School with some apprehensions, but after two hours of lively and sustained interest, we withdrew feeling a degree of pleasure, which is still undiminished.

"Imagine an assembly of about a hundred young girls, collected to undergo an examination which must exercise a certain influence upon their future; a very numerous audience of relatives and acquaintances, and an Examining Committee, composed of a part of the Board of Education. Notwithstanding all these surroundings, we saw no evidence that these young pupils felt any fear of failure in their examinations; to the questions addressed to them, all replied with justness and precision, with modesty but assurance.

"In all the branches in which they were examined there was something surprising in the certainty of the replies, the tact of the expressions, and the ripe judgment shown by the pupils; but we were especially interested by the manner in which they passed their examination in French; to the numerous questions addressed to them in that language, all replied with clearness and precision, and especially with a purity of pronunciation which was astonishing; some had a little English accent, which far from being disagreeable, had, on the contrary, something which gave a peculiar charm. In order that no one should suspect that the questions and answers had been prepared previous to the examination, *Le National*, which was published some hours before, was taken, read, and translated as if by a professed grammarian.

"After that trial, they passed to another exercise which diffused a genuine enthusiasm and gaiety amid the audience; a conversation took place between the pupils, on one side, and the Examining Board and teacher on the other. To the question, put to the scholars, what they intended to do to continue their French studies and not to lose what they had learned, some replied that they would read many French books, that they would make translations, that they would seek all occasions to speak French; one said she would subscribe for *Le National*, which was much applauded. (We shall see whether she keeps her promise.) But another put the crowning point to the general good humor, by answering: 'I will marry a Frenchman.' This is not the worst means.

"The day was good for all; for the Examining Board, who were astonished and delighted by such results; for the pupils, who had the consciousness of their progress; for the audience, who carried away the most agreeable remembrance of that session; and especially for the teacher, who appeared proud of the success of her pupils, and happy at the marks of sympathy which had been lavished upon her."

THE

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[For the California Teacher.]

EXAMINATION FOR PRIMARY SCHOOLS.

The primary schools of this city were examined on the annexed papers, for promotion, during the month of May.

Each pupil was examined upon the *whole* of the paper belonging to his grade; so that every child in the city of a certain grade underwent the same examination.

This seemingly laborious piece of work was generally performed by the principals of the several districts, with several assistants each. All the pupils of the class were required to have their slates ready. Their names had been previously written in a list opposite ruled columns conveniently arranged and headed with the several studies.

Pupil No. One went to the first examiner and was examined and marked on the slate which the pupil carried. Pupil No. Two was then examined in like manner by the same examiner, while No. One went to the second examiner to be examined in spelling which was marked under the reading, one credit for each word correctly spelled, and then passed successively into the hands of the third, fourth, and if necessary in the higher grades, even the fifth examiner; the last one making a permanent record of the result in each case.

It should be stated that each pupil was examined apart from all

the rest, and the various classes of the same grade throughout the city were examined as nearly as possible at the same time.

The oral instruction, part of the examination, was intended principally to test the child's power of expression and habit of answering promptly and intelligently; hence, such questions were selected as they could not fail to be familiar with.

I will add a few interesting and amusing incidents and facts.

To the question: "What great, good man do you know anything about?" they answered in every instance and with the greatest promptness: "George Washington," or "Abraham Lincoln," and sometimes both.

To the question: "To what uses may a cow be put?" they would generally answer: "I don't know;" but when varied thus: "What is a cow good for?" the answer would come promptly enough: "Milk; milk her; milk him; to get milk from; meat; to eat; to eat her up; leather; sheepskin."

When asked: "What are used in making books?" very many said: "I don't know;" but when asked: "How do they make books?" or, "What do they make books out of?" they seemed to be ready with an answer. Generally, those who had received little or no instruction in the *object method* could think of nothing but paper; but those who had been so instructed, almost invariably answered: "The skin of an animal; sheepskin; leather; pasteboard; thin boards; types; metal;" and only after more questioning would they mention "*paper*," as if they thought it only an insignificant part of a book, or considered it too obvious to be worth mentioning.

To the question: "How should young persons treat older ones?" they frequently answered: "I don't know;" but when asked: "How should little folks treat old people?" the answers came like sticks out of popguns: "Good; nice; give 'em something to eat; give 'm a knife and fork; be kind to 'em; never throw any stones; make money out of 'em." Only one little fellow out of a class of sixty pupils that had been uncommonly well drilled in *object teaching* used the word "*respect*," and he used it in the plural.

One bright little girl who had but recently entered the school and had never been instructed concerning forms and solids, on being shown successively a parallelopipedon, cylinder, and pyramid,

and required to name them, almost *shouted*, with a gleam of triumph in her eye: "Square stick; round stick; sharp stick."

One conversation ran thus:

Examiner—What is a quadruped?

Pupil—Anything that has four legs.

E.—This table has four legs—is it a quadruped?

P.—Yes, ma'am.

Another ran thus:

Examiner.—What is a quadruped?

Pupil—Any animal with two legs.

E.—Am I a quadruped?

P.—Yes, ma'am.

On being required to recite a maxim, they generally repeated the "Golden Rule of Life," sometimes, however, with slight but important variations, thus: "Do unto others as they do unto you." "Do unto others as they would have you do unto them." "Do unto others as you would do unto them."

One fat, sleepy, little fellow, on being asked the questions pertaining to the seventh grade, the examiner waiting long, patiently, and in vain after each, gave the answer to the first, after the fifth had been propounded, thus: "What are cows good for? What is a biped? What is a quadruped? How are books made? How should little boys treat old persons?"

"Milk 'em."

FIFTH GRADE—QUESTIONS.

Reading.—Willson's Second Reader, page .—10 Credits.

Spelling.—Naughty, frozen, breeze, knowledge, weapon, robber, waistcoat, collar, naming, skittish, shaggy, weasel, gender, fields, breeze, bayonet, biscuit, speller, carried, valleys.—20 Credits.

Geography.—1. What is a bay? 2. What gulf between the peninsula of California and Mexico? 3. Name three branches of the Mississippi River. 4. What strait separates Asia from America? 5. What ocean north of North America? 6. What mountains in the western part of South America? 7. What mountains in the eastern part of the United States? 8. What bay in the western part of California? 9. What is the capital of British America? 10. What sea south of Europe?

ARITHMETIC—*Addition and Subtraction.*—17+13; 26+14; 19—12; 14+13; 16+5—9. — 5 Credits.

Multiplication and Division.—12×11; 9×12; 6×8; 56÷8; 96÷12. — 5 Credits.

Tables.—Long Measure, Avoirdupois Weight, Liquid Measure, Square Measure. — 10 Credits.

Read and Write 607, 500, 6060, 98038, 750070. — 5 Credits.

Read and Write XCIX, D, LXIX, MDCCC, LXVI, XC. — 5 Credits.

How many yards of cloth at 7 shillings a yard, can be bought for 42 shillings?

Lucien, having 20 marbles, gave 9 to Henry and 6 to John; how many had he left? — 5 Credits.

Abbreviations.—Geo., Heb., MS., A.D., Ex., Esq., Cwt., Dr., N.B., Cal. — 10 Credits.

Tell whether the following substances are animal or vegetable: cotton, woolen, silk, flax. Name the classes of shells. What is a carniverous animal? Name the different parts of a tree? From box of forms name cylinder, frustrum, parallelopiped. — 10 Credits —— 100.

SIXTH GRADE.

1. *Write* 5406, 80,080, 600,006, 1,000,000; XIX, LV, LXI; friend, school, own name.—10 Credits.

9+8, 3+5+6+7+9; 12—8, 16—7; 8×7, 9×4, 9×9; 21 ÷3, 45÷9, 49÷7.—10 Credits.

2. *Reading.*—Second Reader, page .—10 Credits.

Spelling.—Truthful, fiercely, skein, beardless, discreet, disguise, pursuit, besiege, headache, cartridge.

4. How is wool produced? What are the uses of trees? How is sugar made? Who is the President of the United States? What great good man do you know anything about?

5. *Abbreviations.*—A.B., Ala., Del., B.C., Cal., Lieut., M.D., Pay't, Nov., Maj.—10 Credits.

6. At 9 shillings a bushel, what will 8 bushels cost? If one book costs seven cents, what would 9 cost?—10 Credits.

7. What are ?—10 Credits.

8. *Read* 303,406, 300,065, 100,001, 3,003,003; XIV, XXIX, XLIX, XCV, CCXIV.—10 Credits——100.

SEVENTH GRADE.

1. *Write* 5,406, 600,006, 1,000,000; XIX, LXI.—5 Credits.
7+9, 3+4+5+6+7; 14−6, 8−5.—5 Credits.
2. *Reading.*—First Reader, page.—10 Credits.
3. *Spelling.*—Voter, crazy, summit, barren, answer, beastly, future, balance, patent, healthy.—10 Credits.
4. 2×9, 3×7, 3×9, 4×6, 5×8.—5 Credits.
5. What are ?—5 Credits.
6. To what uses can a cow be put? What is a biped?—quadruped? What are used in making books? How should young persons treat older persons?—10 Credits——50.

EIGHTH GRADE.

1. *Reading.*—First Reader, page.—10 Credits.
2. *Spelling.*—Knows, beard, noise, aunt, what, draws, leaves, trial, meadow, shelves.—10 Credits.
3. 3+2, 3+7, 4+6, 5+8, 8+7.—5 Credits.
4. 1+2+3+4+8+3.—5 Credits.
5. What are ?—5 Credits.
6. *Write* 586, 704, 9000, 40,006, 50,060.—5 Credits.
7. *Read* 303, 406, 300,065, 100,011; XLIX, XC.—5 Credits.
8. Name the parts of a tree. What is a quadruped? What is a biped? Name the primary colors. Recite a maxim.—5 Credits——50.

NINTH GRADE.

1. *Reading.*— Primer, page.—10 Credits.
2. *Spelling.*—Fish, know, vain, hear, poor eggs, John, hair, head, eyes.—10 Credits.
3. Count backwards from 76 to 63.—5 Credits.
4. Add 2+3, 2+4, 3+2, 3+5, 4+6.—5 Credits.
5. Addition Table, 3s.—5 Credits.
6. What are ?
7. What good maxim do you know?—5 Credits.
8. *Write* 18, 26, 50, 87, 94.—5 Credits.
9. *Read* XXV, XL, XLIV; 405, 680.—5 Credits——50.

TENTH GRADE.

1. *Read* from Chart 10 words.—10 Credits.
2. *Spell* by letter 8 words from Chart.
3. *Spell* by sound 2 words from Chart.—10 Credits.
4. *Count* from 35 to 46.—10 Credits.
5. *Read* 185, 360, 408.
6. *Write* 49, 18.—10 Credits.
7. What are ?
8. What good maxim do you know?

A VALUABLE HISTORICAL RECORD.

The following is a list of the Presidents and Vice Presidents of the United States as well as those who have been candidates for those offices, since the organization of the Government:

1789—George Washington and John Quincy Adams, no opposition.

1797—John Adams, opposed by Thomas Jefferson, who having the highest electoral vote, became Vice President.

1801—Thomas Jefferson and Aaron Burr, beating John Adams and Charles C. Pinckney.

1805—Thomas Jefferson and George Clinton, beating Charles C. Pinckney and Rufus King.

1809—James Madison and George Clinton, beating Charles C. Pinckney.

1813—James Madison and Elbridge Gerry, beating De Witt Clinton.

1817—James Monroe and Daniel D. Tompkins, beating Rufus King.

1821—James Monroe and Daniel D. Tompkins, beating John Quincy Adams.

1825—John Quincy Adams and John C. Calhoun, beating Andrew Jackson, Henry Clay, and Mr. Crawford, there being four candidates for President, and Albert Gallatin for Vice President.

1829—Andrew Jackson and John C. Calhoun, beating John Quincy Adams and Richard Rush.

1833—Andrew Jackson and Martin Van Buren, beating Henry Clay, John Floyd, and William Wirt, for President, and William Wilkins, John Sergeant, and Henry Lee for Vice President.

1837—Martin Van Buren and Richard M. Johnson, beating William H. Harrison, Hugh L. White, and Daniel Webster for President, and John Tyler for Vice President.

1841—William H. Harrison and John Tyler, beating Martin Van Buren and Richard M. Johnson. Harrison died one month after his inauguration, and John Tyler became President for the rest of the term.

1845—James K. Polk and George M. Dallas, beating Henry Clay and Theodore Frelinghuysen.

1849—Zachary Taylor and Millard Fillmore, beating Lewis Cass and Martin Van Buren for President, and William O. Butler and Charles F. Adams for Vice President. Taylor died July 9th, 1849, and Fillmore became President.

1853—Franklin Pierce and William R. King, beating Winfield Scott and W. A. Graham.

1857—James Buchanan and John C. Breckenridge, beating John C. Fremont and Millard Fillmore, for President, and William L. Dayton and Andrew J. Donelson, for Vice President.

1861—Abraham Lincoln and Hannibal Hamlin, beating John Bell, Stephen A. Douglass, and John C. Breckenridge for President, and Edward Everett, Herschel V. Johnson, and Joseph Lane for Vice President.

1865—Abraham Lincoln and Andrew Johnson, beating George B. McClellan and G. H. Pendleton. Abraham Lincoln was assassinated the fourteenth of April, 1865. Andrew Johnson became President for the balance of the term.—*Selected.*

THE number of Colleges in the loyal States is as follows: Maine, 2; New Hampshire, 1; Vermont, 3; Massachusetts, 6; Rhode Island, 1; Connecticut, 3; New York, 20; New Jersey, 3; Pennsylvania, 20; Maryland, 10; Delaware, 1; Ohio, 24; Illinois, 15; Indiana, 13; Kentucky, 8; Iowa, 7; Michigan, 4; Missouri, 11; Minnesota, 3; Oregon, 3; Wisconsin, 10; California, 4. Total, 172—at least 125 too many.

Department of Public Instruction.

STATE NORMAL SCHOOL COURSE OF STUDY.

The following course has been adopted by the Executive Committee of the Board of Trustees, for the present five months' term of the school. It will be observed that it relates to the "Art of Teaching," rather than to the art of text-books.

SUB-JUNIOR CLASS.

Arithmetic.—"Eaton's Common School," to Per centage.

Eaton's Intellectual complete.

Drill Exercises on slate and blackboard, in the elementary rules, five minutes a day.

Particular attention given to neatness of blackboard work.

Geography.—Clarke's Geography, section relating to the Pacific States. Use of the Globe in Primary schools, illustrated. Elementary Map Drawing for Primary schools, illustrated. Exercises in local Geography.

Grammar.—Greene's Introduction. Weekly *ex tempore* composition on topics assigned by the teacher in connection with object lessons.

History of United States.—Quackenbos', to Part Fourth.

Reading.—Willson's Fifth Reader, alternating with spelling. Daily drill of five minutes on the elementary sounds, from Willson's charts, and vocal exercises as specified in the State course of study.

Penmanship.—Exercises in blank books, illustrating principles, twice a week, thirty minutes each time. Also exercises on the blackboard by the whole class.

Drawing.—Exercises on blackboard in printing and drawing, twice a week, illustrating exercises suitable for primary schools.

Calisthenics and Gymnastics.—Use of Mason's Manual; daily

exercise of five minutes; the pupils required to take turns in leading the class.

Object Teaching.—Sheldon's Elementary Instruction.

Moral Lessons.—Cowdery's Lessons, twice a week, conducted by pupils in rotation.

General Exercises.—Half an hour each day must be devoted exclusively to methods of teaching, and exercises relating to the State course of study for the 6th, 5th, and 4th grades, and to the State Training School.

JUNIOR CLASS.

Arithmetic.—Eaton's Common School, completed.

Algebra.—Robinson's Elementary, begun.

Grammar.—Quackenbos', begun. Exercises in *ex tempore* compositions on assigned topics, once in two weeks. Exercises in writing, folding, and addressing letters. Compositions on subjects selected by the pupils once a month.

Geography.—Clarke's, completed. Exercises in map drawing and use of the globe.

Physiology.—Hooker's, begun; 2d term.

History of United States.—Quackenbos', completed; 1st term.

Reading.—Russell's Vocal Culture, alternating with Willson's Speller. Vocal exercises adapted to the State course of study.

METHODS OF TEACHING.

Half an hour daily to be devoted exclusively to the art of teaching. *Sheldon's Elementary Instruction*, used as text-book. Page's Theory and Practice, read in the 2d term. State course of study for 3d and 2d grades. Use of Willson's Charts.

Calisthenics.—Mason's Manual. Daily exercise of five minutes, conducted by pupils in rotation.

Penmanship.—Exercises on slate, blackboard, and paper, adapted to 2d and 3d grade classes.

SENIOR CLASS.

Arithmetic.—Eaton's Higher, alternating with Algebra.

Algebra.—Robinson's Elementary, alternating with Arithmetic.

Grammar.—Quackenbos'.

Natural Philosophy.—Quackenbos'.

Physiology.—Hooker's Larger, completed, and studied in connection with the manikin.

Botany.—Second term; Gray's.

Normal Training. Russell's.

Vocal Culture.—Russell's and Murdock's, completed, alternating with spelling.

Physical Geography.—Guyot's Wall Maps; Second term.

Penmanship.—Twice a week.

Methods of Teaching.—State course of Study. Rules and Regulations. Use of State Registers. School Law. Half an hour each day to be devoted exclusively to methods of teaching, and school management.

General Exercises. — Select Readings; Declamations, and reading of Compositions weekly in each class-room on Friday, and monthly as a general exercise for the whole school. Exercises in free Gymnastics, with dumb bells, rods and rings, etc., daily, fifteen minutes.

Training School.—Pupils shall be detailed to teach in the Training School, one week at a time, in the following order: Two from the Senior Class, and two from the Junior Class, detailed each week in alphabetical order.

Two pupils each day shall be detailed from the Sub Junior Class, to visit the Training School, and observe methods of teaching. The Principal of the Normal School shall visit the Training School half an hour daily to observe the methods pursued by the pupil teachers.

The Assistant Teachers in the Normal School shall visit the Training Classes at least once a week, for a time not less than one hour each visit. The credits obtained in the Training School shall be kept by the Principal of the State Normal School in a record separate from the term record of the pupils, and shall form an important part of the graduating standard.

State Teacher's Institute.—A State Institute will be called in the City of San Francisco, early in May, 1867.

Northern District Institute.—A Grand Union County Institute will be held in the city of Marysville, next October. The

following counties will unite, viz: Yuba, Sutter, Butte, Tehama, and possibly Sacramento, Sierra, and Plumas. An examination for State Certificates will be held by the State Board of Examination. Under the management of the able corps of County Superintendents in the northern counties, the Institute will undoubtedly prove interesting and instructive.

AN ACT RELATING TO THE PUBLIC SCHOOLS IN CERTAIN COUNTIES OF THIS STATE.

The People of the State of California represented in Senate and Assembly do enact as follows:

SECTION 1. The Superintendent of public schools in the counties of Santa Clara, Santa Cruz, Alameda, and Contra Costa, shall, on or before the first day of September in each year, furnish to the Board of Trustees of each school district in their respective counties, an estimate in writing of the amount of public money, both State and county, to which their district shall be entitled during the year.

SEC. 2. It shall be the duty of each Board of Trustees in the counties mentioned in this act, to employ an efficient and competent teacher, who shall hold a certificate from the county Board of Examination, and to keep open the public school for at least eight months in each school year, provided a majority of the Trustees so desire, and when the State and county money to which any district is entitled, is not sufficient to keep a school open in such district for at least eight months in each school year, the Trustees are authorized, and it is hereby made their duty, to levy, and they shall levy a direct tax upon the taxable property in such district, sufficient to raise an amount which together with the State and county money to which such district is entitled, to keep a school open eight months, and such tax shall be assessed, equalized, and collected in the manner prescribed for assessing, equalizing and collecting taxes voted for district school houses, excepting that the Trustees may appoint the Assessor and Collector, and also, excepting that if a fractional part of a cent is sufficient, the whole cent need not be levied in lieu thereof. The tax so levied shall include a sum sufficient to pay the cost of assessing and collecting.

SEC. 3. The Collector shall pay over the money so collected to the County Treasurer, who shall credit it to the district paying it in, and it shall constitute a special school fund, which shall be paid out on the warrant of the County Superintendent, who shall draw his warrant on this fund for the payment of teachers' services, and for no other purpose whatever. No per cent. shall be charged or received by the County Treasurer for receiving or paying out this fund.

POSITION WHEN WRITING.—The most important consideration, when acquiring the knowledge and practice of this valuable and indispensable accomplishment, is the position which the learner assumes and retains during the exercise.

In some of our public schools the scholar is required, when writing, to sit in such a position as to cause the book or paper to be at his side, instead of in front of him.

It is asserted in favor of this position, that it secures to the writer a freer play of the arm, and that the person is less liable to bend the body over the task in an unhealthy and unnatural manner.

But there are some serious objections to this position, which those who advocate and practice the plan thus briefly alluded to would do well to consider. We will suppose that a young man obtains a situation as a book keeper, or is employed as a copyist, who has, when writing, always taken the position referred to above. It is now simply impossible for him to sit in his accustomed manner; or if he has a high desk, he may, if he chooses, stand sidewise, but he must write up hill, and at the same time it will greatly inconvenience him in regard to the arrangement of his books, papers, etc. If he stands or sits square to the front, he finds that he cannot write so well, nor so comfortably, as when in the position in which he had learned to write.

All this may be obviated by causing the scholar to assume the position, when learning to write, that he will afterwards be obliged to take, whether book keeper, copyist, or man of business, unless there should be an entire change in the present shape of desks, which is not likely to take place. The best directions are these: *Stand, or sit erect and square to the front, then place the book or paper a little to the right of the body.—Mass. Teacher.*

Resident Editors' Department.

A Month among the Schools—(Continued from the July number of the Teacher).

Siskiyou County.—At Red Bluff we took the stage coach for Shasta; but, finding the school at the latter place not in session, and the County Superintendent twenty-five miles away, we continued our trip straight through to Yreka, a nice little stage trip of night and day riding of more than a hundred miles over the Trinity and Scott mountains. At Yreka the Public School is united with the Yreka Academy, taught by Mr. Stone, the County Superintendent, and Mr. Worth. Yreka is still a very pleasant town, but the glory of its placer mining days has departed. In company with the County Superintendent we visited several of the surrounding schools; and with Ex-Senator Foulke, devoted a day to Scott Valley, Oro Fino, and a school picnic of three of the Scott Valley Schools united. The schools of this county are taught by excellent teachers, thanks to the care of Superintendent Stone and the County Board of Examination. Superintendent Stone is a graduate of the New York State Normal School; and the fact that he is now holding his office for the second term is proof positive of his fitness for the place and of his faithful discharge of his duties.

A week's visit in the northernmost county of the State passed too quickly, and we took the stage at midnight, for Oroville, a solitary passenger, accompanied only by our pleasant recollection of the schools and citizens we left behind. A heavy snow storm swept over the summit of Trinity Mountain when we crossed, and the long night ride without company, shivering with the cold, was anything but agreeable. In the Sacramento Valley the snow storm was succeeded by rain, and at Red Bluff taking in three more passengers, we whirled along through mud and wet to Oroville. Speaking of Red Bluff reminds us that we are indebted to the polite and gentlemanly editor of the Red Bluff *Independent*, Mr. Chalmers, for several little editorial courtesies, and if he will call at our sanctum in this city, we will present him with a copy of Cowdery's Moral Lessons, with a leaf turned down at the lessons on "Lying and Slander." *Verb. Sap. Sat.* We are used to such things, and our cuticle has grown tougher than that of a rhinoceros.

Yuba County.—At Marysville we visited the Public School taught by D. C. Stone, who has taught the same school for eleven years in succession. This school has the best school cabinet in the State, collected by Mr. Stone, who

is both a geologist and mineralogist. The school library is one of the best and largest in the State. It is needless to say that the Public School in Marysville is one of the very best in California.

Mr. Stone, in addition to teaching his school, performs the arduous duties of his office as County Superintendent in a most thorough and efficient manner. He has recently visited all the schools of his county, and is imparting his own enthusiasm to Trustees and teachers throughout the county.

Sutter County.—We visited the County Superintendent of Sutter County, Dr. Dunwell, at Yuba City, and also the little Public School of that place, which is kept in one of the meanest school rooms in the State, and is furnished with rickety, broken down desks which, as instruments of torture, and relics of the barbarous ages, are equalled only by the school furniture of San Bernardino.

We found the State Reform School, as usual, well conducted, the school room neat and orderly, and the boys busily studying their spelling lessons. This is an excellent institution, and there are homeless vagrant boys enough in the State to fill it, if they could be sent.

Thus closes our month among the schools. We only regret that limited space has compelled us to make such brief notes of the many pleasant schools we had the pleasure of visiting.

Eastern Opinions.—We extract the following from the *American Educational Monthly*—the leading monthly educational journal in the United States—published in New York City.

California.—The biennial report of Mr. Swett differs from any other we have seen, and, in the fullness with which many matters relating to school management are discussed, it resembles a labored educational treatise rather than the abstract report of a State officer. In the State there are 95,067 white children, of whom 41,376 belong to the public schools and 12,478 to private schools. The average attendance of pupils during the last year was .88, and .59 of the whole number enrolled in the State. There were 821 districts and 947 school houses of all grades. Of the latter, 39 are brick, 765 are wood, 12 are adobe, 69 are rented, and 149 disgrace the State. 102 new school houses were erected during the past year. There were 8 schools for blacks, attended by 278 pupils. The number of teachers was 1,155, of whom only 468 were sufficiently intelligent or alive to their own interests to subscribe for an educational journal, and only 272 attended county institutes. The total expenditures for 1865 were $883,116; for teacher's salaries, $526,856; for school buildings, $257,804; for rent, etc., $89,056; for school libraries, $5,792; and for apparatus, $3,777; an increase of expenditure of $227,917. The whole school property is valued at $1,024,999. The average salary of male teachers was $74; of females, $62; $8,000 were appropriated for the State Normal School. The total amount expended for educational purposes, since the founding of public schools, is estimated at $8,737,000. Throughout the State there has been a very gratifying increased average in the daily attendance. Since 1863 the number of school

children has increased .26, while the attendance has increased .46. During 1865 the increase of census children was .095, and of children on school-rolls .16. The average length of the school year is now 7.36 months, which equals that of New York, and is exceeded only in Massachusetts and Nevada. In his report Mr. Swett recommends the introduction of calisthenics into the schools. He discusses The Bible in the Schools, Moral Training, School Discipline, Pedagogical Law, and other subjects in a series of carefully prepared papers. The report is a fine model which other superintendents might imitate to their advantage.

ANOTHER.—The following is from the *Pennsylvania School Journal* for June:

CALIFORNIA.—The last number of the CALIFORNIA TEACHER contains in full the Revised School Law of the State, consisting of 123 sections—this to the exclusion of all other matter. But we can readily pardon a lack of the usual variety, where so much of substantial excellence is presented. It is, indeed, what the TEACHER pronounces it, "a noble law." Would that every sister State were in possession of a general school law equally comprehensive in its provisions, as methodical in the arrangement of its sections, and to as great a degree divested all mere verbiage and unnecessery legal technicalities. In its style and general provisions, this is a model school law, and under its workings, ably administered, as we know it will be, the El Dorado of the Pacific will make such bold strides onward as may render it necessary for older States to look well to their laurels.

We have received the first Biennial Report of Hon. John Swett, Superintendent Public Instruction of California, for the years 1864 and 1865. Its tables of statistics which an interesting study, show the number of children in the State, between the ages of 4 and 18 years, to be 95,067; the number in attendance in the public schools, 41,376; in private schools, 12,478; average time during which the schools are open, 7 1-2 months; total number of schools, 947; number of male teachers, 603, number of females, 552; average monthly salary, males, $74,000; females, $62,000; school expenditure for 1865, $883,-116.56; amount per child, $9.29. The statistics show marked improvement in every direction. This exhaustive Report of 422 pages is gotten up in excellent style. Besides its full statistical tables, it contains a number of ably written articles on various educational subjects, a historical sketch of the public school system of California, and plans, specifications, and descriptions of the best arranged school buildings in the State—country school houses as well as those in the cities of Sacramento and San Francisco. The Lincoln school house alone, of the latter city, cost $100,000, and the Denman, $78,000, both of which have been erected within the past two years.

STILL ANOTHER.—The *New York Teacher*, after giving a condensed abstract of our new school law, says: "We believe this law wisely adapted to the State of California. Its provisions are liberal. Some of them we should like to see adopted in New York."

WHAT EASTERN EDUCATORS THINK.—We have obtained the reluctant consent of the State Superintendent to make a few extracts from letters received at the Department of Public Instruction, relating to educational progress in this State.

Wm. H. Wells, of Chicago, says:

"The First Biennial Report of your State is a model report. Condensed, yet exhaustive, exhibiting the astonishing progress of the Golden State, and admonishing the educators of the East that they have much yet to do, if they do not intend to yield the palm to the Occidental States."

B. G. Northrop, Traveling Agent of the Massachusetts State Board of Education, says:

"Your State is starting nobly in Education. I rejoice in the manifold proofs of the liberal views of your people in reference to public instruction, and of the efficiency of your admirable system."

John S. Hart, Principal of the New Jersey State Normal School, writes:

"I have read with the greatest interest and profit, too, the 'Biennial Report' of California. It is a model at once of comprehensiveness and condensation. No school report has reached me this year one-half so complete in its statistics, or so pregnant with practical suggestions."

Marcius Willson, author of Willson's Readers, writes:

"I have just been reading the 'First Biennial Report' of your State, and I must say I am not only delighted with the mass of valuable information contained in it, but surprised also at the rapid progress your new State has made in educational matters during the past three or four years—thanks to the enlightened views of those who have had the management of the Public School system. Our Atlantic States must look to their laurels."

Prof. Wm. Russell, the Elocutionist, and Institute Lecturer, says:

* * * * "Your 'Biennial Report' is one of the most valuable documents that has appeared of late years, on the great subject of popular education. It seems to me most happily adapted to the circumstances of the Pacific States." * * * * "I need hardly tell you how much your course in California is doing to win the warm sympathy and best wishes for your success of all the working corps of teachers in New England. Your noble Report is full of inspiration to the heart of every earnest worker in whatever part of the great field of education."

NEVADA COUNTY INSTITUTE.—This Institute held a four days' session, beginning on Tuesday, June 26th. All the teachers of the county were present, and regular and punctual in daily attendance. Evening lectures were delivered by Superintendent Swett, H. P. Carlton, and Rev. W. A. Dryden. J. M. Sibley, of the State Board of Education, was present and took an active part in the exercises. Superintendent Deal deserves credit for the excellent manner in which matters were arranged and conducted. The exercises were generally practical, and little time was wasted in useless discussions long drawn out. Educational prospects in this county are encouraging.

EDUCATIONAL INTELLIGENCE.

MARYLAND.—During 1865, the first year of the Public School system in this State, there were 807 schools in operation, attended by 34,098 pupils. The amount of teachers' salaries was $75.983.97, and the total expenditure, $84.753.62.—*American Educational Monthly.*

GEORGIA.—The Legislature, by resolution, has authorized the appointment of a committee to prepare a system of common school education, to be reported at the next session.—*Ib.*

NEW YORK CITY.—In extent, operation, and means, the common school system of New York City is unrivaled in the world. It proffers free instruction, from the elementary principles of knowledge through the highest branches of a collegiate course, to every child in the city, between four and twenty-one years of age, who can obtain admission into its two hundred spacious schools; it furnishes books, stationery, and apparatus, without charge to either parent or pupil, and expends upward of $2,500,000 annually. During 1865, the aggregate number of pupils in the several schools was 216,955, with an average attendance of 91,502. During eighteen weeks in the early part of the year, there was held forty-eight evening schools, with 24,056 pupils enrolled, and an average attendance of 11,487. There are upward of 2,500 teachers, whose aggregate salaries exceed $1,300,000. The professors in the Free Academy receive $3,750 per annum, principals of the grammar schools, $2,250, and the average salary of male teachers in grammar schools is somewhat more than $1,500. The lowest salary given to female teachers in grammar schools is $400, and the highest $1,200. By act of the Legislature, the name of the Free Academy has been changed to "The College of the City of New York."—*Ib.*

MASSACHUSETTS.—In Boston, the following grade of salaries has been determined for 1866: In the Latin, High, and Normal Schools—masters, $3,500 per annum; submasters, $2,500; ushers, $2,000. In the grammar schools—masters, $2,500; submasters, $2,000; ushers, $1,500; head assistants, $800; assistants, $600; and primary teachers, $600.—*Ib.*

NEW JERSEY.—The principal of the State Normal School makes the following statement respecting last year's work. There were 727 in attendance upon the three schools, Normal, Model, and Farnum; of these only a small proportion were gentlemen, most probably, as Dr. Hart surmises, because the salaries given to teachers are so low. In the course of study spelling is included; not of choice, but of necessity. "Three-fourths of those who are candidates for admission to the Normal schools spell in the most shocking manner." As many of these had been at great expense to gain admission, it was not thought advisable to reject them, but rather to introduce spelling in the school. Some changes in the corps of instructors were made during the year. There were

twenty-two graduates. The amounts received in behalf of the various schools was $15,280.—*Ib.*

PENNSYLVANIA.—From the summary in Superintendent Coburn's annual report, we learn that there are in the State 12,960 schools, 15,564 teachers, and 703,930 pupils. The average attendance during last year was 459,121; the total cost of system was $3,614,238, making the average cost of pupils per month 68 cents. In Philadelphia, there are 376 schools, with 1,278 teachers and 74,343 pupils, having an average attendance of 63,220. In this city, female teachers are employed in all positions, except that of principal of boys' grammar schools, and succeed admirably.—*Ib.*

WEST VIRGINIA.—The free school system here is still in its infancy, and the superintendent has given only his second report. Under the old regime, schools were objects of suspicion, and they are, consequently, "few and far between." Some of the buildings are in ruins, others are cheerless and comfortless log structures, prisons to both teachers and pupils. There are in the State 133 school houses, valued at $40,371.75, the average value, excluding those of Wheeling, being less than $63. However, the people show a willingness to bear the burden of taxation, and everywhere call for school houses and good teachers. Out of 84,418 youths, between the ages of six and twenty-one years, only 15,972 are enrolled upon the school lists. The average attendance is deplorably low, being less than fifty per cent. The superintendent complains of the inadequate salaries granted to teachers. In Wheeling, they average per month, for males $139, and for females $42, there being about 8.8 months in the year; in other districts males receive $34, and females $22, there being on the average only 2.7 in the school year. The report contains numerous excellent recommendations, among which are, that the school fund be apportioned upon the basis of average attendance, that five normal schools be established, that a uniform series of text books be adopted, and that proper apparatus be procured for the schools. The irreducible school fund is $106,122, and the amount expended during the last year was $67,350.—*Ib.*

SOUTH CAROLINA.—From the January report of the State Superintendent of Education under the Freedman's Bureau in South Carolina, it appears that 109 teachers were employed among the Freedmen of that State in December. 6,420 pupils were registered; the average attendance, 4,504. Of the number enrolled, 4,879 were reading; 3,206 studied arithmetic; 1,346 studied geography; 2,983 were writing. 36 of the teachers were natives; 73 from the North; 35 were colored. Of the pupils, 565 were free before the war.—*Ib.*

IOWA.—The biennial report of the Superintendent of Instruction has just been published. The number of pupils in the State shows an increase of 7,024, and the average attendance of 2,215 over the previous year. The number of teachers is 8,820, a decrease of 135. The aggregate amount of teachers' salaries was $856,724, an increase of $170,053. There are 4,635 school houses,

valued at $2,161.563, an increase of $428.727. 59 institutes were held during the year, and were attended by upward of 4,000 teachers.—*Ib.*

CUBA.—The amount expended on the free schools last year was $460,000.—*Ib.*

FRANCE.—Six thousand public libraries have been founded and annexed to common schools within the last four years.—*Ib.*

MASSACHUSETTS.—Nearly 90 per cent. of the children of school age are enrolled in the public schools, and the cost per scholar the past year has been $7.23. The average wages of male teachers is about $55 per month; of female teachers, $22. The last very able and elaborate report of the Board of Education is said to be the work of John D. Philbrick, Esq., Superintendent of the Boston Schools, and a member of the State Board.—*New York Teacher.*

COLORED NORMAL SCHOOL.—A Normal School for the training of colored teachers has been opened in New Orleans, under the direction of Mr. Mortimer Warren, late Superintendent of the school for freedmen in that city.—*Ib.*

COLORED SCHOOLS SOUTH.—Gen. Howard reports that there over 70,000 children in the schools in the Southern States.—*Ib.*

WISCONSIN makes a sad mistake in suffering her journal of education to die. With a penny-wise policy the Legislature refused the former and needed pittance, and starved it to death. The Editor in his last issue says that the loss per month is about $100. No editorial enthusiasm can long stand under that pressure.

INDIANA now maintains a Teachers' Institute annually in each county.

IOWA is moving to secure a permanent State agent to visit schools and lecture on education throughout the State.

NEW HAMPSHIRE.—The Board of Education of the Granite State urges the appointment of a State Superintendent and the support of Normal Schools and Teachers' Institutes.

THE Massachusetts Agricultural College is to be on the Timothy Henderson farm, west of Mount Pleasant, in Amherst.

TENNESSEE.—The public schools of this State, which were generally interrupted during the war, are starting again. Many of the schoolhouses have been burned during the last four years. The people are waking up in some degree to the necessity of general education. A State Educational Convention was held at Knoxville during the summer, which was well attended.

HAIRS OF THE HEAD NUMBERED.—It is reported that some German Sciolist has counted the hairs on a lady's head, and finds the number to be 110,000.

SUBSCRIPTION BOOKS.—During vacations our teachers are sometimes at a loss to know how the time can be best improved. The salary generally ceases, and if a method can be adopted which shall secure the needed rest from school labor, and at the same time make good the loss of salary, common sense would be gratified and the public benefited. We, therefore, call the attention of our readers to the advertisement of Messrs. Roman & Co., in this number of the TEACHER. Their list of books sold only by subscription is unsurpassed in excellence. Prominent upon the list we may mention "Lossing's Pictorial History of the Great Civil War," the "Sunday Magazine," and "Good Words," for which Roman & Co. are sole agents on this Coast. The Lossing is one of the most valuable works ever published. It is full in details, beautifully illustrated, and handsomely printed. It sells readily at the low price of five dollars per volume. The Sunday Magazine is unquestionably the best work published for its particular sphere. It makes a massive volume, sold at five dollars, and ought to be in every Christian family. The Good Words is sold at four dollars and fifty cents; and fully sustains every expectation awakened by its title. We shall hereafter take occasion to speak more fully in our book notices of each work herein mentioned, and in the mean time would suggest the propriety of addressing Messrs. Roman & Co. for districts which may be thoroughly canvassed for their publications.

PHYSICAL GEOGRAPHY OF NEVADA.—We have received a badly printed copy of an excellent Lecture on this subject, delivered by Rev. A. F. White, Superintendent of Public Instruction of the State of Nevada, before the Nevada State Historic and Scientific Society. We purpose to rescue a considerable portion of the lecture from the "Death's Valley" of type in which we find it, and enshrine the same in the TEACHER pages at the earliest moment.

THE CRESCENT MONTHLY.—The first number of this new Southern monthly is received, being for April, 1866. It contains eighty-four pages, double columns, with the following table of contents: 1. The Constitution of the Universe. 2. Aspasia. 3. Deadly Dash. 4. The Century Plant. 5. The Bewitched Farm. 6. Mrs. Gaskell. 7. Why? 8. An Old Story. 9. Owls. 10. Dr. Draper's Civil Policy of America. 11. On top of a London Omnibus. 12. Eclecticism. 13. Educational Notes. 14. Literature. As an exponent of Southern literature, this magazine promises to be worthy of general circulation. New Orleans: Wm. Evelyn, 90 Camp St. $5 per year.

THE PHRENOLOGICAL JOURNAL FOR JUNE—Contains Portraits of Hon. Solomon Foote, Thomas Jefferson, Aaron Burr, Constance Emily Kent, Jenny Lind, a Group of Moquis or Utah Indians, with upwards of twenty illustrations and sketches of character; also Practical Physiognomy, Love and Lovers, Marriage and Divorce, Celibacy, Revelation and Science, Your Likeness, Strong Men, Hints to Preachers and Sextons, Physical Culture, True Politeness, How to Talk, Fashions, etc. $2 a year or 20 cents a number. A new volume—the 44th—begins with the next number. Address, Fowler & Wells, 389 Broadway, New York.

NEW BOOKS.—The following new books have been received:

A HISTORY OF NEW ENGLAND, from the Discovery by Europeans to the Revolution of the Seventeenth Century, being an abridgement of the "History of New England During the Stuart Dynasty." By John Gorham Palfrey. New York: Hurd & Houghton; San Francisco: H. H. Bancroft & Co. pp. 408, 426.

The large history of New England is a work beyond the means of many persons, and beyond the time of many more. This abridgement contains all that is necessary to be known concerning the period of which it treats. The style is not particularly brilliant, but the sentences are clear, and the stern simplicity, almost dryness of diction certainly removes the necessity of cautioning the reader against fallacies of statement, or fascination of well-turned periods. One rises from this work with a deeper sense of personal obligation to the fathers who founded the nation. The sufferings recounted, the patient heroism displayed, and the successful issue of their labors combine to render the history one of importance to all who recognize the relation of cause and effect in the formation and development of national character. We commend Mr. Palfrey's work as the best that has appeared on the subject of which it treats.

TEMPERANCE RECOLLECTIONS, LABORS, DEFEATS, TRIUMPHS; an Autobiography. By John Marsh, D.D., Secretary of the first three National Temperance Conventions, and thirty years Corresponding Secretary and Editor of the American Temperance Union. New York: Charles Scribner & Co.; San Francisco: A. Roman & Co. pp. 373.

It is refreshing to read these pages. When a man has become so identified with a cause as Mr. Marsh with the Temperance question, it is interesting to have his account of its progress when he feels that his work is completed, and therefore he may look back upon the years he has spent to give an account thereof to his friends. On this Pacific Coast we are not aware of any apostles of temperance. Sonoma and Los Angeles grapes are too abundant and their juices too palatable for prolonged or vigorous warfare against them as yet. But Dr. Marsh may be needed in California, notwithstanding. It is becoming a grave question how best to meet the demon of drunkenness, and the years increase the difficulty of judging wisely in the premises. We do not anticipate an extended inquiry for the autobiography, but whoso is studying society and what reforms may be effected therein, will find in these pages food for thought, and an example of persistent effort in the one direction to arouse men to the excellence and safety of total abstinence from all that can intoxicate.

PATRIOTIC ELOQUENCE; being selections from One Hundred Years of National Literature. Compiled for the use of schools in reading and speaking by Mrs. C. M. Kirkland. New York: Charles Scribner & Co.; San Francisco: A. Roman & Co. pp. 334.

Mrs. Kirkland has a memorial in this volume likely to be quite as lasting as the more strictly original performances of her genius. The two hundred and sixteen selections from the one hundred years of national literature will produce an effect in the maturing of patriotic sentiments and purposes hardly possible

to be estimated. We wish the work had appeared years ago. Teachers will find it an essential aid in performing that portion of their oath which refers to the inculcation of loyal sentiments upon the hearts of the children. Let it have a wide circulation in the libraries of the commonwealth.

LETTERS OF LIFE. By Mrs. L. H. Sigourney. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 414.

In the flowing style characteristic of the author we have a charming autobiography of Mrs. Sigourney in these pages. Many of the pictures presented will attract admiration from those who are New England born, and who have been accustomed to read the poetical contributions so frequently met in the papers over the letters "L. H. S." Through all these letters there flows a calm current of religious thought and trust, and we are sure that no lady reader of ours would regret the time spent in reading this last work the world will have from the pen of Mrs. Sigourney.

REPORT ON THE MEDICAL TOPOGRAPHY AND EPIDEMICS OF CALIFORNIA. By Thomas M. Logan, M.D., of Sacramento, Cal. Extracted from the Transactions of the American Medical Association. Philadelphia: Collins. pp. 75.

The first fifty pages of this report are of general interest, being devoted to the Physical Geography of the country, and contain a summary of the facts influencing climate, and consequently affecting the health of the inhabitants. The remaining pages are of more particular interest to the medical profession. We are glad to receive such evidence that there are careful observers and students in California—men who can see things worthy of note beside and beyond the gold and silver veins of the country.

SHORT SERMONS TO NEWS BOYS; with the History of the formation of the News Boys' Lodging House. By Charles Loring Brace. New York: Charles Scribner & Co. San Francisco: H. H. Bancroft & Co. pp. 244.

The news boys of New York were among the most hopeless of human beings, so far as the prospects of reform, or excellence of character, were concerned. This book, in a most interesting introduction, gives an account of the efforts made in their behalf and the results. The sermons, which constitute the body of the work, are simple talks given to such persons as could be induced to listen, and present a striking example of how to teach, both in directness and ease of comprehension. The whole volume is a valuable addition to the literature of the charitable enterprises of the day.

CHERRY AND VIOLET; a Tale of the Great Plague. By the Author of "Mary Powell." New York: M. W. Dodd. San Francisco: A. Roman & Co. pp. 239.

A quiet, pleasant story, not sufficiently spiced to be popular among the fair frequenters of the Mercantile Library, but one which will be welcomed by lovers of simple English in all countries where they dwell. It purports to be written by a young lady of the olden time, living in London, the daughter of a hair dresser; and it narrates in simple way what she saw and felt in those far off times when the plague was raging in London. For further particulars "inquire within" A. Roman & Co.'s fine bookstore, on Montgomery Street.

A TEXT BOOK ON ANATOMY, PHYSIOLOGY, AND HYGIENE. For the use of schools and families. By John C. Draper, M.D. With one hundred and seventy Illustrations. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 300.

Some time since we noticed a work on Physiology, by John W. Draper, author of "The Intellectual Development of Europe." The present volume is, we believe, by his son, Professor of Physiology in the New York Free Academy. The first impression one is likely to get from reading this volume is, that it was written expressly for medical students; though the author says it was designed for schools and families. If so, then he should have omitted Lecture XL. He calls the subdivisions *lectures*, though some of them consist of only two pages, requiring, perhaps, *four minutes* to read them. This, like the volumes of the elder Draper, bears the marks of *high science* upon its pages. The author evidently has enjoyed and improved rare advantages of training and cultivation in his favorite science, and the influence of Draper, senior, may be recognized in several parts of the work. He adopts, for example, the theory of J. W. Draper in the causes of circulation, and the heart's action, secretion, and excretion—in the anatomy of the eye and ear, etc., etc. He does not lay claim to great originality, yet indicates that the scientific world is indebted to him for some revelations in the matter of special secretions, specified in Chap. 27, and, we believe, referred to in the volumes of J. W. Draper. The volume indicates that the author has a profound knowledge of Physiology; his experiments go to the bed rock of the subject; the plates are minutely accurate (which cannot be said of Hooker's) and very beautiful; the text is excellent, (as to type) better than is often seen in school books; and altogether it is a very attractive volume. But notwithstanding these excellencies, we doubt if either of the Drs. Draper are the best men to write school books. C.

A THIRD READER—Of a grade between the Second and Third Readers of the School and Family Series. By Marcius Willson. New York: Harper & Brothers. pp. 216.

We bespeak for this book a most hearty welcome from the teachers of the State. Mr. Willson has most admirably and completely filled the gap which we have particularly felt occurs between the Second and Third Readers. In regard to the Second Reader, containing as it does such a fund of reading matter for vocal culture and moral instruction, with beautiful illustrations and large type, we have never heard aught but unqualified approbation; but in passing to the Third Reader with its decidedly more stately style and longer sentences, teachers complain of the inability of the children to maintain the animated style of reading so happily laid before them in the Second Reader. In this new book Mr. Willson has most fully supplied the missing link in his excellent and unrivaled series of Readers. Teachers will find it a real magazine of moral and elocutionary reading. Like the Second Reader, in beauty of illustration and type, it is just enough advanced to meet the naturally growing mind of childhood. Introduce it as your classes finish the Second Reader; use it thoroughly according to directions, and we will guarantee the results. Although not specified, it is of the series authorized by the State Board of Education.

J. M. S.

THE MAIDEN AND MARRIED LIFE OF MARY POWELL (afterwards Mistress Milton). New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 271.

We cannot too highly recommend this beautiful volume, with its ancient look, its quaint simplicity, its heart expressions. There is no book in the language which so reveals John Milton to us, as there are few which so portray the workings of a tried spirit in woman. Its general circulation among our readers would greatly increase the desire to become familiar with Milton's works, while no one can peruse the volume without positive enjoyment and benefit. We hope Mr. Bancroft will sell a thousand copies.

ELOCUTION; or Mental and Vocal Philosophy, involving the principles of reading and speaking, and designed for the development and cultivation of both body and mind in accordance with the nature, uses, and destiny of man. Illustrated by two or three hundred choice anecdotes, three thousand oratorical and poetical readings; five thousand proverbs and laconics, and several hundred elegant engravings. By Prof. Bronson, A.M., M.D. Forty-third thousand. Louisville, (Ky.): John P. Morton & Co. pp. 384.

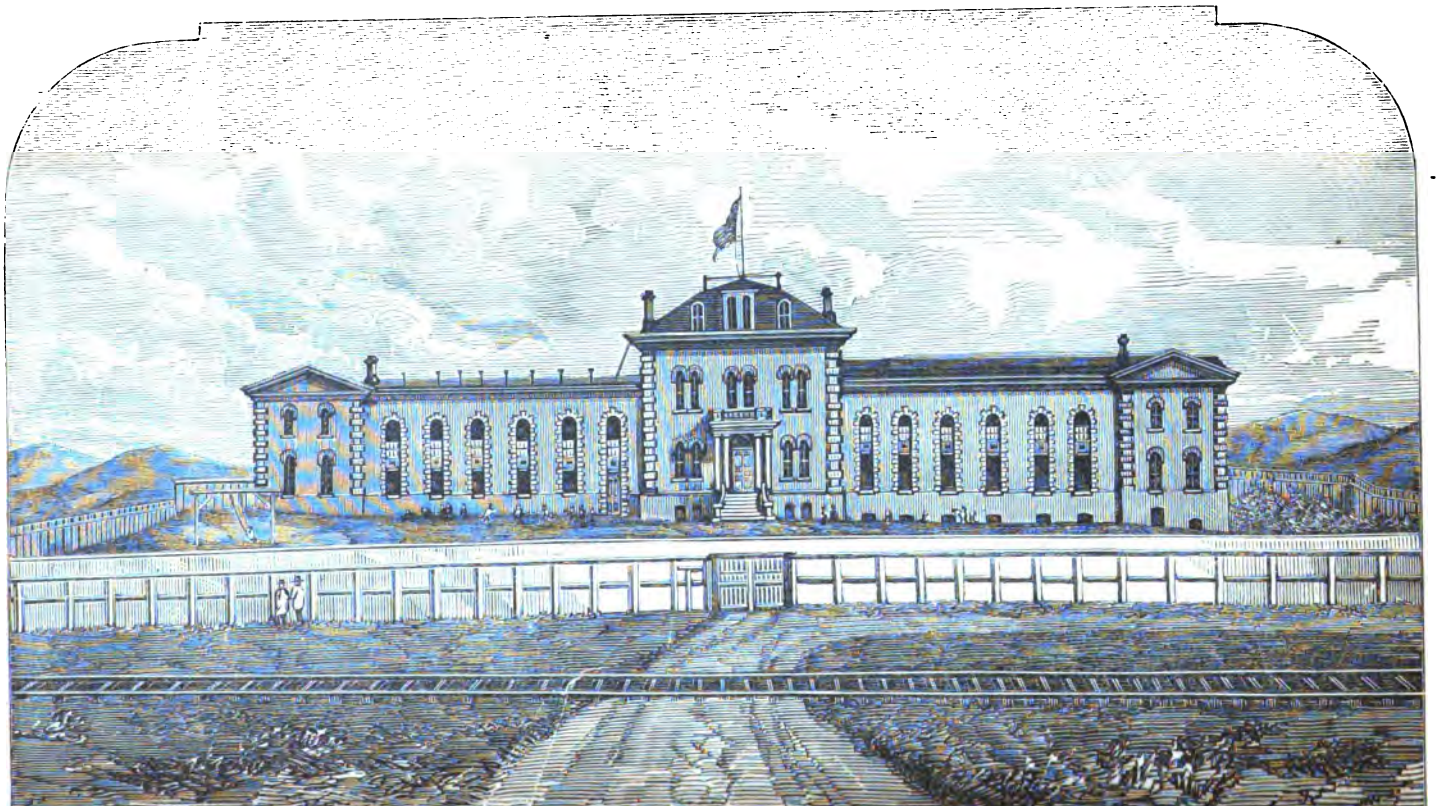
The long title page so fully explains the purpose and contents of this book as to render editorial comment unnecessary. That the forty-third thousand has been published indicates that a popular demand has justified the publication. It is a marvel that so much interesting matter could be compressed within the few pages the book contains.

THE AMERICAN ANNUAL CYCLOPEDIA, and Register of Important Events of the year 1865. Embracing Political, Civil, Military, and Social Affairs, Public Documents, Biography, Statistics, Commerce, Finance, Literature, Science, Agriculture, and Mechanical Industry. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 850.

There is no work published which occupies the field covered by these Annual Cyclopedias. For reference they are invaluable. This volume is worthy of its place. Some people are at great pains to file their newspapers, in order to have at hand the history of the country; but when they would find a particular item there is hardly an end to the search that must be made. In this volume every event of general importance may be readily found, and every statement made is made on the best authority. We regard the American Cyclopedia and the annual volumes supplemental thereto as almost indispensable to teachers who would be thoroughly up to the times. The money spent in vacation without tangible results would be better invested in these standard works, and would thus possess a permanent value and influence for good.

POEMS. By Sarah E. Carmichael. A brief selection, published by permission of the authoress, for private circulation. San Francisco: Towne & Bacon. pp. 72.

It would be out of place to speak particularly of the merits of these poems, beautiful as some of them are, since they are simply for private circulation; but we may congratulate the friends of the gifted authoress on the perfect success of the printers in their part of the work. As a specimen of what types can be made to show when properly used, and as an honor to Messrs. Towne & Bacon (who also print the TEACHER) we point to the little volume with pride and satisfaction.



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PHYSICAL GEOGRAPHY OF NEVADA.

[Extract from a Lecture delivered before the Nevada State Historic and Scientific Society, in the House of Representatives, Carson City, February, 1866, by Rev. A. F. White, Superintendent of Public Instruction.]

Our young State is situated in the central portion of this mountainous country, between the thirty-ninth and forty-third meridians of longitude west from Washington, and between the thirty-seventh and forty-second degrees of north latitude. From the summit of the sierras it extends eastward into the heart of what is known as the Great Basin. Along the western line of the State the country is broken by spurs of mountains or foot-hills falling off from the sierras and disappearing at various distances in irregular plains and sandy deserts, which are generally lower than the surrounding table lands. For this reason the streams follow the windings of these foot hills and either sink in the sands or form into small lakes without any visible connection with the ocean. Among the most important of these streams which we have dignified as rivers, are the Truckee, the Carson, the East and West Walker, and the Humboldt. This last river rises in the northwest part of Utah Territory and winds in a southwesterly direction through mountains and deserts for more than two hundred miles, and finally loses itself in a small lake or sink. The Carson River, which has its source in the Sierra Nevadas, flows towards the northeast, in almost a directly

opposite course, and disappears in two small lakes within a few miles of the mouth of the Humboldt. In the rainy season the waters of these streams flow together and form a common reservoir, and thus divide the State diagonally from the northeast to the southwest. From the point where these rivers meet, eastward to the limits of the State, the country is broken by a succession of parallel mountain ranges, running north and south, and in places rising to the height of ten or twelve thousand feet. The intervening plains are from ten to twenty miles in width, and have an average elevation of about four thousand feet; but this varies, and sometimes one plain will be perceptibly higher or lower than another, from which it is separated only by a mountain wall a few miles in thickness. Variations also occur in the altitude of the same plain at intervals of fifty or a hundred miles. Reese River flows almost directly north, while the waters of Smoky Valley, ten miles further east, flow towards the south.

A few miles south from Ione a gradual depression commences which soon becomes perceptible in all the plains, and which is very apparent about Silver Peak, and finally terminates in what is known as Death's Valley, in California. This is probably the most wonderful depression in the world. It is four hundred and sixty-four feet below the surface of the Pacific Ocean, about forty miles in length, twenty in width, without water or vegetation. Its loose sands, mingled with alkali, complete the picture of its desolation and justly entitle it to the melancholy name by which it is known.

These plains to which I have alluded are connected at short distances — perhaps every seventy or eighty miles — by natural openings or passes in the mountains, which are so perfect that, in the rainy season, the water often flows from one plain to another. In the northeastern portion of the State the plateaux are more elevated and uniform.

In the summer time this country has a forbidding appearance. The heat reflected from the sands becomes oppressive. Every particle of moisture is evaporated or absorbed, and the ground for several feet in depth is perfectly dried. Not a spear of green grass or a single flower is to be seen, except in the immediate vicinity of some living stream or fountain of water. The pools formed by the later rains have all disappeared and left in their stead hard alkali

beds, glittering in the sunlight like sheets of untrodden snow. Not a shrub is to be seen save the dingy drab-colored, irrepressible sage. The deceptive mirage fills the distant view with splendid illusions of silver lakes, beyond and over which stand the mansions of the blessed, bathed in the softest light. Nearer by and all around clouds of impalpable dust hang suspended in the air. They rise from the ground wherever man or beast stirs. In some places the course of a stage, or the winding of emigrant trains may be marked for miles by the long line of dust which envelops and slowly follows them. Small whirlwinds, produced by cold currents of air falling down from the snowfields on the mountains into the heated plains, play over the deserts. When they first rise they are exceedingly diminutive and spindle-like in form. They gradually increase in volume, power, and height until, at a distance, they have the appearance of immense inverted cones, whirling furiously—moving across the deserts and filling the atmosphere with dust and sand. Occasionally they pass over lakes or rivers and become regular water spouts. If they assume sufficient proportions a great quantity of water is taken up, and in the form of spray, or the heaviest vapor, is wafted away to the mountains, suddenly condensed and precipitated in such torrents that the earth is torn into cavities, and rocks weighing many tons come down into the plains. Occasionally these whirlwinds, joined with other disturbing causes in the atmosphere, will rage over the deserts for many hours with the most astonishing violence. Instances have been known where they have unroofed houses, overturned wagons and stages, and not only swept up the dust, but have filled the air to great heights with immense quantities of coarse sand and small pebbles, presenting a most fearful scene.

In a country like this, where there is not annually a heavy growth of vegetation, the changes of the seasons are but imperfectly marked. The early autumn seems but a continuation of the summer months with the exception that the nights are a little frosty and the winds somewhat cooler. When the winter comes the change is more apparent. Heavy banks of clouds hang around the higher peaks or drift along the mountain summits, or occasionally drive across the plains in sudden gusts, or thicken into settled storms and pour down drenching rain for days and nights together.

If the cold is sufficiently great, the country is enveloped in snow, varying in depth from a few inches to several feet, according to the elevation. Sometimes the drifts or the slides which occur along the cañons block the roads and endanger life and property. But the climate is so variable that in a few days these obstacles will be removed by an increase of temperature. The substance of the winter in Nevada is formed by the months of December and January, extending often a little into February. During this period nature has spasms. For a time she will turn loose her winds and drive the snow in large quantities over the plains with a fury that is terrific. Then the elements seem to be confused, and in the same day and same locality it will blow and be calm by fits, and, were it possible, rain and be fair at the same moment. If it grows suddenly and intensely cold, it as suddenly bethinks itself, repents, moderates, and dissolves in rain. It is hardly ever safe to attempt a long journey in a sleigh unless it be upon the mountains. The plains are seldom covered longer than for a few days at a time, and rarely at all after January. After a rain or a thaw the water soon disappears. It flows away rapidly into the deserts and sinks in a few days among the sands. Yet old Winter does not wholly yield the field. He only retreats to the mountains, and there holds a holiday in his white robes, and occasionally makes a raid into the plains below despite the south winds in February and March. At last in April he is fairly beaten, gives up the contest, and Spring comes forth about the first of May, clad in her best attire. The fertile valleys rejoice in all the colors of the rainbow; the mountains are spotted with the bunch grass, and a thousand varieties of flowers spring up and bloom over the deserts. Many of these, with the plants which abound at this season, belong to new species. Even those which are known to botanists have many peculiarities. For example, in six species of the genus trifolium (clovers) found near Carson City, not one has been reported in California. The same may be said of the lupins and of the astraglæ. Nevada is the home of these plants. No less than ten œnotheræ (evening primrose) grow in this vicinity. Strange as it may seem, these sandy wastes and Alpine heights, under the soft breath of May, are redolent and fragrant with a thousand forms of beauty and of nutritious grasses unknown to science, and the value of which is

to-day unappreciated. In making floral collections in this neighborhood a member of this society has determined about twenty-five new species. But the field for the botanist lies further eastward. It only begins here and waves with a greater luxuriance and a richer harvest toward the Rocky Mountains.

As the spring passes away showers fall only occasionally. This is the period when there will be now and then a flash of lightning from the clouds, followed by a heavy roll of thunder. In June the rains have measurably ceased. The sun shines warmly, and early in July the flowers die, the grass withers, the pools are gone, beds of alkali skirt the deserts, the air is dried, and in August the streams move sluggishly or cease to flow, and water becomes invaluable to man and beast. Much of what may be found, excepting that procured far up the cañons, is poisoned with minerals and often produces fatal results to the famished ox or horse of the way-worn traveler. The sun rises and sets at times like a globe of fire. Then again it is obscured by clouds which tantalize us with the recollection of pleasant showers in other seasons or in other lands. At nightfall cool air comes down from the mountain heights, than which there is nothing more grateful or refreshing.

The apparent, almost total absence of timber in Nevada, after leaving the sierras, gives the country an air of barrenness. But in the mountains, at short distances, hidden in the cañons, there are groves of the nut pine, a species of the juniper, and a stunted variety of mahogany, which afford a supply of fuel. Occasionally in the ranges east from the Sink of the Carson River, small quantities of the Norway pine are found which has a larger growth and is more abundant towards the Rocky Mountains. Along the streams and in moist places, the long-leafed willow, the aspen and the cottonwood grow to some extent. But the immense forests of the Sierra Nevadas and of the Rocky Mountains must eventually supply the demand of the country in this respect.

In regard to the general fertility of the country, there are many valleys about the sources of the streams, along their margins and around the lakes into which they empty, which are very productive. Actual experience is demonstrating the fact that large districts of sage land, at first supposed to be worthless, are capable of yielding abundant harvests by means of proper culture and irrigation.

It is now known that the tame grasses, and also that wheat, oats, and barley, and all the hardier vegetables do well here. It is probable that the apple, the plum, and the different varieties of fruits adapted to a temperate climate will succeed.

The finest spots for garden purposes, and some of the most tillable lands in the State, are found in the larger cañons in all the mountains. The soil is free from alkali and is exceedingly fertile. But the resources of Nevada, those which will give the State character, position, and influence among her sister States, are the gold and silver, the iron and the copper, the lead and the salt, and all the useful products of her mines. These mountains are the pillars of her strength. As these resources are developed, she will grow populous and great.

I have thus briefly alluded to some of the prominent features in the physical geography of this wonderful country—differing in many important respects from all other parts of the globe. Much more might be said. Other facts might be adduced, all proving that here, under the hand of skill and industry, the lights of science and the guiding influence of Divine Providence, a people may become prosperous, happy, and great. Here, among the sublime displays of Almighty energy, where God piles the eternal snows above us, where he overshadows us with the pavilion of clouds, and where He bids the mountains rise, and heaps His treasures of silver and gold beneath our feet, immortal minds may grow, and the highest type of civilization and of free government be maintained.

METRICAL SYSTEM OF WEIGHTS AND MEASURES.

The French metrical system is based upon a fundamental unit, or measure of *length*, called by the well chosen name *metre*. This standard measure was sought in the sublimest of all sciences, astronomy. It is the forty-millionth part of the circumference of the earth, or, in other words, of a "great circle" or meridian. Its length was originally determined by actual measurement of a considerable arc of a meridian; from the measured length of this arc was obtained by multiplication the length of the whole meridian,

and the metre was defined and constructed the forty-millionth part of this meridian. It was a worthy thought thus to base the familiar standard of length for common human uses upon the grand and unchanging bulk of our planet, but we do not thus arrive at a standard which can know no change, and which could be exactly replaced if all the actual metres in the world should be simultaneously destroyed. Though the laws of astronomy and the circuit of the earth know no variableness, man's knowledge of those laws and his skill in measuring that circuit do constantly change. Hence we find that the various measurements heretofore made of the length of the earth's meridian differ slightly from each other, and it is to be expected, and indeed hoped, that the steady improvement of methods and instruments will make each successive determination of the length of the meridian better than the preceding, through all time. Whether, therefore, we use the yard or the metre, whether we theoretically base our standard upon the earth's circumference or the second-pendulum, we are practically obliged to define our standard of length, by legislation, to be a certain rod of metal, deposited in a certain room under specified guaranties and guardianship. The uniformity and permanence of the standard are to be secured by the multiplication of exact copies in safe places of deposit.

From this single quantity, the metre, all other measures are decimally derived. Multiplied or divided by 10, by 100, by 1,000, and so forth, the metre supplies all needed linear measures, from the finest which the microscope requires to the vastest which the telescope demands. As the linear metre, decimally multiplied and divided, furnishes the universal linear scale, so the square metre and the cubic metre, with their decimal multiples, supply all needed measures of *area* or *surface*, on the one hand, and of *solidity* or *capacity*, on the other. It is the universality and comprehensiveness of this system and its decimal character which establish its claim to general acceptance. The insect's wing, a nation's territory, a grain of sand, a continent's bulk, are all measured by reference to the same unit, and the numbers which express their dimensions conform at once, without reduction or alteration, to our decimal arithmetical notation. The American people need no elaborate demonstration of the convenience of a decimal system; a decimal

currency, by them first established, has convinced them on this point.

From the unit of measure to the unit of weight, the transition is admirably simple and convenient. The cube of the 1-100 of the linear metre is, of course, the millionth of the cubic metre. Its bulk is comparable to that of a large *die* of the common backgammon board. This little cube, the millionth of the cubic metre of pure water, is the universal unit of weight, a *gramme*, which, decimally multiplied and divided, is made to express all weights, from that of the dust upon the balance to that of mountains and suns. The chemist uses the gramme itself as his unit, and his delicate balances readily weigh the ten-thousanth of a gramme; the thousand-gramme weight is the unit of the grocer, and his coarser scales hardly turn with the gramme itself, while for heavy merchandise, like coal or hay, the million-gramme weight (the English ton) is the suitable unit. The numbers expressing all weights, from the least to the greatest, find direct expression in the decimal notation; the weights used in different trades only differ from each other in being different decimal multiples of the same fundamental unit; and in comparing together weights and volumes, none but easy decimal computations are ever necessary.

From this general sketch of the metrical system we pass to its details and its nomenclature, which may be best studied under the three heads of linear, surface, and cubic measure. One general principle of nomenclature applies to each of the following tables. The Greek prefixes for 10, 100, and 1,000, viz: deca, hecto, and kilo, are used to signify multiplication, while the Latin prefix for 10, 100, and 1,000, viz: deci, centi, and milli, are employed to express subdivisions. Of the names thus systematically derived from that of the unit in each table many are not often used; the names in common use are those printed in small capitals. Thus, in the table for linear measure, only the metre, kilometre, centimetre, and millimetre are in common use—the first for such purposes as the English yard subserves, the second instead of the English mile, the third and fourth in lieu of the fractions of the English foot and inch.

LINEAR MEASURE.

			Metre.
Divisions..	Millimetre	=	0.001 or 1-1000 of a metre.
	Centimetre	=	0.01 or 1-100 "
	Decimetre	=	0.1 or 1-10 "
Unit.....	Metre	=	1.
Multiples..	Decametre	=	10.
	Hectometre	=	100.
	Kilometre	=	1,000.

SURFACE MEASURE.

Divisions..	Millimetre square	=	0.000,001 of a metre square.
	Centimetre square	=	0.000,1 " "
	Decimetre square	=	0.01 " "
Unit.....	Metre square	=	1. " "

This table for surface measure applies to the measurement of cloth, lumber, and the like, and to the measurement of land where it is very valuable, as in cities; but for measuring land upon a large scale the metre square is too small a unit to start from, so that a square of ten metres on the side, equal to one hundred square metres, has been selected as the surface unit for measuring land, and the Greek and Latin prefixes are applied to the name of this unit square, which is called an *area*, or *are*. Of the seven names thus formed only two are much used. viz: the are and the hectare.

SURFACE (LAND) MEASURE.

			Are.		Square Metres.
Divisions..	Milliare	=	0.001	=	0.1
	Centiare	=	0.01	=	1.
	Deciare	=	0.1	=	10.
Unit.....	Are	=	1.	=	100.
Multiples..	Decare	=	10.	=	1,000.
	Hectare	=	100.	=	10,000.
	Kilare	=	1,000.	=	100,000.

CUBIC MEASURE.

			Cubic Metres.
Divisions..	Cubic Millimetre	=	0.000,000,001
	Cubic Centimetre	=	0.000,001
	Cubic Decimetre	=	0.001
Unit.....	Cubic Metre	=	1.
Multiples..	Cubic Decametre	=	1,000.
	Cubic Hectometre	=	1,000,000.
	Cubic Kilometre	=	1,000,000,000.

The cubic metre is in common use as a measure for stone, sand, and gravel, wood for fuel, and like materials which are sold by measure. When applied to the measurement of wood for fuel the cubic metre is sometimes called a *stere*, and to this name the Greek and Latin prefixes may be, but seldom are, applied.

For the measurement of wine, beer, oil, grain, and similar wet and dry substances, a smaller unit than the cubic metre is desirable. As a special unit was made from the square of the decametre for land measurement, so the cubic decimetre is selected as a special standard of capacity for the measurement of those substances which are bought and sold by the English wet and dry measures. The cubic decimetre thus used is called a *litre.*

CAPACITY MEASURE.

		Litres.	Cubic Metres.	
Divisions..	Millimetre	= 0 001	= 0.000,001	= cubic centimetre.
	Centilitre	= 0.01	= 0.000,01	
	Decilitre	= 0.1	= 0.000,1	
Unit.....	LITRE	= 1.	= 0.001	= cubic decimetre.
Multiples..	Decalitre	= 10.	= 0.01	
	HECTOLITRE	= 100.	= 0.1	
	Kilolitre	= 1,000.	= 1.	= cubic metre.

Of the measures contained in this table only two, the litre and the hectolitre, are in very common use, though they are all more or less employed.

The table of weights bears an intimate relation to this table of capacity. As already mentioned, the weight of that die-sized cube, a cubic centimeter or millilitre of distilled water (taken at 4° C., its point of greatest density) constitutes the metrical unit of weight. This weight is called a *gramme.* From the very definition of the gramme and from the table of capacity measure it is clear that a litre of distilled water at 4° C. will weigh 1,000 grammes.

WEIGHTS.

		Grammes.	
Divisions..	MILLIGRAMME	= 0.001	
	CENTIGRAMME	= 0.01	
	DECIGRAMME	= 0.1	
Unit.....	GRAMME	= 1.	= cubic centimetre of water at 4°
Multiples..	Decagramme	= 10.	
	Hectogramme	= 100.	
	KILOGRAMME	= 1,000.	= 1 cubic decimetre of water at 4°

The beautiful simplicity and directness of the relations between weights and volumes in the metrical system can now be more fully explained. The chemist or apothecary, for example, uses the gramme as his unit weight, and for his unit of volume, or measure, a cubic centimetre, which is the bulk of a gramme of water. The grocer, for his coarser work, uses the kilogramme as his unit of weight, and for unit of measure, the bulk of a kilogramme of water,

the litre. A boat displaces a certain number of cubic metres of fresh water; it weighs then the same number of 1,000 kilogrammes, since a litre of water weighs a kilogramme, and a thousand litres make a cubic metre. In all commercial dealings, in all manufacturing processes and scientific investigations, these simple relations between weights and measures are an unspeakable advantage.

The number and length of the names included in the above tables may perhaps deter some minds from the really easy task of mastering this simple and consistent system. One obvious suggestion will, however, remove this seeming difficulty. Since the numerical expressions for metrical weights and measures are invariably decimal, they may always be read as decimals. Thus, 5.126 metres will be read, five metres and one hundred and twenty-six thousands, and not, five metres, one decimetre, two centimetres, and six millimetres. So, 5.26 hectares may be read, five hectares and twenty-six hundredths, or five hundred and twenty-six ares, but not, five hectares, two decares, and six ares. Or again, the expression 10.5 grammes is read, ten and five-tenths grammes; 16.56 kilogrammes, sixteen and fifty-six hundredths kilogrammes. This point will be readily comprehended by comparison with our manner of reading figures in our decimal currency. We read $105 00 one hundred and five dollars, not ten eagles and five dollars; we say sixty-five cents, not six dimes and five cents. It should be remembered, in this connection, that the metrical system of weights, measures, and coinage does away with the so-called compound addition, subtraction, multiplication, division, and reduction, and with all fractions not decimal. All computations, under this system, are made with decimals alone.

The following abbreviations are very commonly and advantageously used in writing and printing:

—2 —3

m. m. for millimetre; m. m. for square m. m.; m. m. for cubic m. m.

—2 —3

c. m. " centimetre; c. m. " " c. m.; c. m. " " c. m.

k. m. " kilometre.

—2 —3

m. " metre: m. " " m.; m. " " m.

L. " litre; Hecto. for hectolitre.

Grm. " gramme; Kilo. or K. for kilogramme.

It remains to bring the weights and measures of this philosophical system into comparison with those of the irrational and complicated English scheme, which we have so unfortunately inherited:

1 metre=1.0936 yards=3.2809 feet=39.3708 inches.
1 are=3.9574 perches=119.6033 square yards=0.0247 acres.
1 hectare=395.7388 perches=2.471 acres.
1 cubic metre=35.3166 cubic feet=1.3080 cubic yard.
1 litre=1.7608 imp. pint=0.2201 imp. gallon=61.0271 cubic inches.
1 gramme=15.4340 grains Avoirdupois=15.4424 grains Troy.
1 kilogramme=2.204 pounds Avoirdupois=2.6795 pounds Troy.
1000. kilos=2204. pounds Avoirdupois.

In making these comparisons it must be borne in mind that we now have two different weights called a pound, two different tons, and two different measures called a gallon. The two pounds are to each other nearly in the ratio of 35 to 29, and the two gallons are related to each other as 277.274 to 231.

When we extend our view beyond the territory of any single nation, and take into consideration international exchanges and the statistics of different countries, the obstacles to commerce and to the diffusion of knowledge which are due to the want of one universally accepted system of weights and measures throughout the civilized world become more and more apparent. If only the great nations had different standards, the evil would be serious, but less intolerable than it actually is, for it often happens that the different provinces of a single nation, and not seldom its petty cities and towns, employ special weights and measures whose acceptance is very narrowly local. It would be hard to exaggerate the difficulties thus thrown in the way of staticians, and of all other students who desire to compare the experience of different nations, or the scientific researches of philosophers writing in different languages. In the sciences of chemistry and physics this evil became so intolerable that the metrical system has already come into general use among all the scientific communities of Europe and America.

The recent action of Congress is good as far as it goes; but the national Government has it in its power, as never before, to bring about this purely beneficent revolution with promptness and thoroughness. If the metrical system were at once exclusively employed in all the dealings of the Government, in all the business of the

customs, the internal revenue, the post office, the patent office, the army and navy bureaux, and the administration of the public lands and public improvements, the people of the United States, than whom none are more prompt to seize a new thing, so it be good, will be in full possession of this inestimable improvement within five years. In the mean time it is to be hoped that the commission, which the President is authorized to appoint for negotiating with foreign Governments, may be so constituted as to represent effectively the best statesmanship, business capacity, and science of the country, that they may carry weight in the council of nations. The commission is charged with the subject of coinage as well as that of weights and measures, and upon that subject American experience is of special value. Our borrowed system of weights and measures would doubtless give place to the metrical system; but for a standard of value there is no unit so deserving of general adoption, or so likely to be adopted, as the Spanish, Mexican, and American dollar.—*The Nation.*

[For the California Teacher.]

UNCLE CHUNCLE'S SERMON.

"Take the life of an American girl in one of our large towns, and see what it is. From the time that the girl is seven years old, her first thought when she rises in the morning is to eat her breakfast and be off to her school. There is really no more time than enough to allow her to make that complete toilet which every well-bred female ought to make, and to take her morning meal before her school begins. She returns at noon with just time to eat her dinner, and the afternoon session begins. She comes home at night with books, slate, and lessons enough to occupy her evening. What time is there for teaching her any household work, for teaching her to cut, or fit, or sew, or to inspire her with any taste for domestic duties? Her arms have no exercise; her chest and lungs, and all the complex system of muscles which are to be perfected by quick and active movement, are compressed while she bends over book, and slate, and drawing-board; while the ever-active brain is kept all the while at the top of its speed. She grows up spare, thin, and delicate; and while the Irish girl who sweeps the parlors, rubs the silver, and irons the muslins, is developing a finely rounded arm and bust, the American girl has a pair of bones at her sides, and a bust composed of cotton padding, the work of a skillful dressmaker."

Well, madam, *take* the life of an American school girl and see what it is. From the time she is seven years old, her first thought after eating her breakfast is to be off to school. How fortunate it is that this is the case. Suppose her first thought was *not* to be

off to school, what then would it be? I'll tell you, madam. It would be to lop down into a rocking chair and imagine that her side ached. How much better to bustle around and hurry away from that altar of laziness, upon which her mother has been for thirty years offering herself as an unburnt offering to the god of indolence. What health-giving exercise blesses her in that hurried trip to school. And when she reaches the yard, half an hour or so before school, how that exhilarating game of "Old Mammy Daddy" rounds her arms and brightens her eyes. And then that unladylike, but wholesome screaming, which to your disgust, madam, you cannot induce the teacher to prevent—how it fills out her lungs and develops her chest!

Comes home with books and lessons enough to occupy the evening, does she? Well, having romped five times that day, isn't it *time* to sit down awhile? But you haven't said a word about that hour and a half's practice at the piano twice a day. Those books and lessons interfere with the necessary thumbing, don't they? That's what raises your ebenezer, madam, but you are ashamed to say so.

What time is there for teaching her household duties? Time isn't what's wanted, madam; it's inclination on the part of her mother that's wanted. It's example of industry that's wanted. There's *lots* of time between her return from school and dusk, and on Saturdays, Sundays, and vacations, to teach her more than her mother knows about them.

There's time enough. It's not the want of anything. It's too much of *one* thing, and that is *laziness*, sheer laziness, madam, and nothing else. Instead of singing merrily over the washing of the breakfast dishes, as she ought to, she thinks she *can't* do it. She would rather lie down and die than take care of her own little household. Teach household duties! Teach fiddlesticks, madam! All she's fit to teach is *indolence*, and she isn't fit to teach that in any more active way than by example.

Grows up spare and delicate! Irish girl develops finely rounded bust, eh! All gabble, madam, and you know it. Imagine a procession of servant girls and note the sneering elevation of your delicate little nose, as you criticise their arms and busts. You *know* you don't admire them; and when you undress Matilda for a

party and invariably exhibit her bare arms, it's because you are anxious to make those bones at her sides conspicuous, isn't it?

As to busts, madam, I don't know exactly what they are, and I am ashamed to talk about such things; but since you've mentioned it, I'll merely remark that if the article in question *weighs* anything, it's well her mother hasn't one; for if she had, she'd want another servant girl to help her carry it up and down stairs.

BRAINS VERSUS TEXT BOOKS.

An artist, admiring the work of a successful professional brother, asked: "With what do you mix your colors to produce such fine effects?" "With brains, sir," was the answer. When we hear teachers anxiously asking each other what books they use to advance their pupils in knowledge, we are reminded of this anecdote. If the teacher is true to himself and to his calling, it matters little what text-books may be in the hands of his classes. The successful teacher must prepare himself for every recitation. He must never appear before his class without being "master of the situation." Should circumstances occasionally rob him of the time necessary for imbuing himself with the essence of the subject, he might better defer the recitation.

The teacher will seldom find a perfect text book. And he should always be ready to point out the errors in each day's lesson. He should be able to cite different authorities when the text books disagree upon certain questions. Too many of our school books are imperfect in many particulars. But, if the teacher use "brains" properly, he can teach us thorough lessons, and make more enduring impressions upon the mind of his pupils, than he could were all the text books invariably perfect while he himself was at all deficient. No teacher has a moral right to adopt, unquestioned, the assertions and opinions of school book makers.—*Am. Ed. Monthly.*

RULES FOR SPEAKING.

1. Don't choose a piece too big for you or too long for the audience.

2. Learn the author's name; when, why, and where he spoke or wrote.

3. Read your selection very carefully several times before you begin to commit it to memory.

4. Study tone, time, emphasis, inflection, gesture, etc., and get them as nearly right as you possibly can. Ask your teacher about them.

5. Learn your piece *well* before you try to speak it at all.

6. Wear a neat, plain dress. Attend to hair, teeth, hands, nails, and shoes.

7. Walk to the platform quietly, firmly, and gracefully. Don't hurry. Don't swagger as if you didn't care.

8. Get into the right place, near the front, before you bow.

9. Bow by easily and gracefully bending forward body and neck.

10. Commence in a moderate tone, just loud enough to be clearly heard by all in the room, unless the piece begins with some sudden excitement or strong feeling.

11. While speaking, try to imagine yourself the original author or speaker. Make the piece *your own.* THINK what you *do.* MEAN what you *say.*

12. Don't stand still through the whole speech. Change your posture as the subject changes. But don't swing or move the body constantly, and don't keep restlessly stepping about all the time.

13. Don't use any gestures unless you know their force and meaning.

14. You may use gestures not marked in the piece.

15. When you get through, bow without hurry, and go back as you came.

16. *Be* WIDE-AWAKE, *thoroughly* IN EARNEST *all the time.*

PROF. KNOWLTON *in Cal. Youths' Companion.*

Department of Public Instruction.

DIRECTORY LIST OF COUNTY SUPERINTENDENTS.

COUNTIES.	NAMES.	P. O. ADDRESS.
Alameda	Rev. Chas. E. Rich	Alameda
Alpine	L. S. Greenlaw	Markleeville
Amador	S. G. Briggs	Jackson
Butte	R. H. Allen	Chico
Calaveras	F. O. Barstow	Mokelumne Hill
Colusa	J. C. Addington	Colusa
Contra Costa	Rev. H. R. Avery	Pacheco
Del Norte	J. D. Bailey	Smith River
El Dorado	E. B. Conklin	Placerville
Fresno	S. H. Hill	Kingston
Humboldt	Rev. Wm. L. Jones	Eureka
Inyo	J. Earl	Camp Independence
Kern	Jos. R. Riley	Havilah City
Klamath	Jno. N. Rand	Sawyer's Bar
Lake	A. P. McCarty	Lakeport
Lassen	A. A. Smith	Susanville
Los Angeles	Wm. J. McKee	Los Angeles
Marin	A. Barney	San Rafael
Mariposa	D. W. Washburn	Mariposa
Mendocino	C. C. Cummings	Ukiah
Merced	Charles M. Blair	Union
Monterey	Thomas Bralee	Monterey
Napa	Rev. A. Higbie	Napa
Nevada	M. S. Deal	Nevada
Placer	S. R. Case	Auburn
Plumas	G. W. Meylert	Taylorville
Sacramento	Dr. F. W. Hatch	Sacramento
San Bernardino	Wm. L. Ragsdale	San Bernardino
San Diego	G. A. Pendleton	San Diego
San Francisco	John C. Pelton	San Francisco
San Joaquin	Melville Cottle	Stockton
San Luis Obispo	P. A. Forrester	San Luis Obispo
San Mateo	Robert Greer	Redwood City
Santa Barbara	A. B. Thompson	Santa Barbara
Santa Clara	Wesley Tonner	San Jose
Santa Cruz	H. P. Stone	Soquel
Shasta	W. L. Carter	Shasta
Sierra	J. B. Fish	Downieville
Siskiyou	Thomas N. Stone	Yreka
Solano	George W. Simonton	Vallejo
Sonoma	C. G. Ames	Santa Rosa
Stanislaus	T. T. Hamlin	Langworth
Sutter	Dr. E. B. Dunwell	Yuba City
Tehama	Wm. T. Cressler	Red Bluff
Trinity	David E. Gordon	Weaverville
Tulare	M. S. Merrill	Visalia
Tuolumne	H. H. Spencer	Columbia
Yolo	M. A. Woods	Cache Creek
Yuba	D. C. Stone	Marysville

LINCOLN MONUMENT FUND.

COUNTY.	TEACHER.	DISTRICT.	AMOUNT.
San Francisco	S. D. Simonds	Broadway, colored	$5 00
"	Miss Hunt	Sutter street, primary	9 40
Santa Clara	Mrs. E. J. Bassett	San José	2 50
" "	Miss R. M. Palmer	San José	30
" "	N. B. Garbrick	Oak Grove	4 10
" "	Miss A. Hall	Redwood	2 40
" "	G. T. Chase	Berryessa	3 10
" "	S. M. Sherer	Adams	1 80
" "	Miss Phelps	Carneadero	2 37
" "	A. P. Taylor	Braly	3 60
" "	Miss L. Ross	Burnett	1 40
" "	T. W. Jenness	Laguna	80
" "	M. M. Gay	Los Gatos	1 00
" "	Miss De La Mater	Alviso	2 00
" "	C. C. Haywood	Silver Creek	1 00
Solano	D. M. Hatch	Suisun, No. 5	4 35
Alameda	Mrs. Wheelock	Oakland	3 35
Contra Costa	Emily Abbott	Excelsior	2 00
" "	S. Williams	Somerville	6 00
" "	M. V. Ashbrook	Antioch	2 00
" "	A. Thurber	Pacheco	4 25
" "	Esther Putnam	Central	3 00
" "	H. S. Raven	Amador Valley	2 00
" "	Carrie Stevens	Mount Pleasant	2 25
" "	Miss Hall	Sycamore Valley	1 00
" "	J. T. Jones	San Pablo	5 00
San Francisco	Mrs. L. Carter	West End	3 00
" "	James Denman	Denman Grammar	40 00
Santa Barbara	Miss A. Brinkerhoff	San Buenaventura	2 60
" "	Miss H. F. Williams	Montecito	3 00
Yuba	D. C. Stone	Marysville	6 00

COWDERY'S MORAL LESSONS.—As the use of this book is required by the State Course of Study in every school in the State, it will be the duty of all teachers to procure themselves a copy, and the duty of Trustees to require them to do it. County Superintendents will enforce the requisition. The Moral Lessons are among the most important of the State course, and must not be neglected in a single school.

SCHOOL LAW.—A sufficient number of copies of the School Law, with the rules and regulations of the State Board, have been sent to the various County Superintendents, to supply each district with two copies—one for the Clerk, and one for the school and teacher. Trustees and teachers can obtain them by applying to the County Superintendents.

Resident Editors' Department.

THE EL DORADO COUNTY INSTITUTE—Held in Placerville, July 31st to August 5th, was attended by all the teachers in the county, with two exceptions. Evening lectures were given by Rev. W. C. Mosher, Rev. C. C. Pierce, and by the State Superintendent, who was present during the entire session of the Institute. The exercises were of a practical character, and no time was wasted in discussing abstractions. The various teachers who were appointed to present topics acquitted themselves well, notwithstanding the hot weather.

A session of the County Board of examination was held during the week, at which twelve applicants were examined. The Board used the last questions of the State Board, and set the following standard: 1st Grade Certificates, 70 per cent., and two years' experience in teaching; 2d Grade, 60 per cent. and one year's experience; 3d. Grade, 50 per cent.

The schools of the county seem to be in good condition. We visited the old town of Coloma, and lectured in the evening on the subject of Education. Mr. Marshall, who made the discovery of gold in digging a race for a sawmill in 1848, has given up mining, and "located" a pretty vineyard on one of the steep hillsides overlooking the town. Coloma is now famous, not for its mines, which are "panned out," but for its luscious peaches and fine wine.

The school at Gold Hill is taught by S. A. Penwell, Ex-County Superintendent. The people are building a new school house at a cost of $1,000.

Robert Taylor, who holds a State Diploma, is teaching successfully at Kelsey. Mr. Rattan teaches at Reservoir Hill. He is an enthusiast in Natural Science, and has made a fine botanical collection of the flora of this county. Mr. Rattan and Mr. Pease, another teacher in this county, intend to make the tour of Europe next year, and visit the World's Fair at Paris. They are both teachers who will do credit to the State.

Mr. Makinney is succeeding well in the Placerville school. At a recent exhibition the sum of $200 was realized for the benefit of the school. A school for the colored children is to be opened next term.

Placerville, like many other mining towns in the State, is rather dull, and times are hard, but the people maintain their schools.

Rev. C. C. Pearce, City Superintendent, takes an active interest in school matters. E. B. Conklin, County Superintendent, an educator of experience in both private and public schools, has taken hold of his work in earnest, and we feel confident the business of his office will be faithfully and efficiently performed.

Sacramento Schools.—We paid a flying visit to several of the Sacramento City schools, on our return from El Dorado County. A very neat and pretty primary school house, capable of accommodating one hundred and twenty-five children has just been completed, and we found it already full to overflowing. Under the able management of the City Superintendent, Rev. Wm. H. Hill, and the good sense of the City Board, the school affairs of Sacramento have been well conducted. In spite of straitened finances, comfortable rooms have always been open to the children, and the schools have been kept free during the entire school year.

The High School, now taught by Mr. Templeton, who was for several years Principal of the Grammar School, is not large in numbers, but is an excellent institution.

The Franklin Grammar School is taught by Mr. Howe, formerly teacher of the Auburn public school, and one of the most promising young teachers in the State.

In point of efficiency and classification the schools of this city compare very favorably with the schools of San Francisco. The annual examinations of the Sacramento schools are public and are reported in detail by the Sacramento *Union*, and as a natural result, the people fully appreciate their excellent system of education.

Sonoma County.—We visited several of the schools of this county some time ago, but have had no space for notes until now. Sonoma ranks next to San Francisco in the number of its school census children, and numbers seventy school districts. Children seem to thrive here quite as well as grain, potatoes, and vineyards. Santa Rosa has a fine new schoolhouse erected at a cost of $5,000, which is both well planned and well finished. It is already filled to its utmost capacity. This town has also a school for colored children. The old town of Sonoma has a fine public school, numbering one hundred and twenty pupils. This school was organized two years ago, and has had the good fortune to be taught, first by Sextus Shearer, who is well known to the readers of the Teacher, and next by J. M. Sibley, member of the State Board of Education. The trustees have had the wisdom to pay good wages, and so have had a good School. Petaluma has a fine school under the direction of Prof. Lippett, who is an earnest, capable, and enthusiastic educator. The High School Department is largely attended by advanced pupils, who outrank the students of some of the so-called "colleges." The school at Bloomfield is taught by Mr. James Harlow, a graduate of the Bridgewater (Mass.) State Normal School. If any trustees in the State can afford to pay him a salary of $1,500 a year, he can probably be induced to change his school. The school tax in this county is thirty-five cents on the hundred dollars, the maximum allowed by law; four years ago it was ten cents. The written examinations of the County Board are carefully conducted, and will secure a competent corps of teachers.

Advice.—Buy and read "Herbert Spencer on Education," and you will thank us for this item of advice.

SANTA CLARA SCHOOLS.—We had the pleasure of attending the examination of these schools in the month of July. Santa Clara is now an incorporated town, having a special Board of Education of six members. Rev. Addison Jones is the City Superintendent. After a thorough examination, the schools have been graded preparatory to the next term. The present school rooms are wholly insufficient to accommodate the school children, and it is the intention of the new Board to erect forthwith a new house at a cost of $6,000. These schools are taught by an excellent corps of teachers, and only need a good schoolhouse to place them among the best in the State. Mr. Jones, the City Superintendent, is enthusiastic in his duties, notwithstanding he is allowed only one hundred dollars a year for his services. He is the right man in the right place.

THE SOLANO AND NAPA COUNTY INSTITUTE—Held at Vallejo, July 16th to 21st, was attended by all the teachers of both counties, some fifty in number.

Prof. Lippett, of Petaluma, was engaged as a regular Institute teacher, for the whole session. He also delivered a very able evening lecture on the subject of a *National School System.*

Prof. Knowlton was present one day, and delivered an evening lecture.

Superintendent Simonton gave an able evening lecture on *Electrical, Chemical, and Organic Forces;* and Superintendent Higbie lectured on Astronomy, illustrating it by use of a magic lantern.

State Superintendent Swett was present three days of the session.

A thorough county examination was held in connection with the Institute, the Board using the entire set of the State Board. The teachers stood the test well. A delightful excursion was made to the Navy Yard, on Mare Island, and to the famous ironclad "Monadnock" and her consort, the "Vanderbilt."

The joint Institute was a decided success.

CITY SCHOOL CENSUS.—The total number of children in San Francisco between 5 and 15 years of age, according to the last census, is 17,288. Of this number, 17,023 are white, 146 negro, and 19 indian. The number of children under 3 years of age is 13,306, or 4,000 more than the whole number now attending school. Look out for full primaries next year. The whole number reported as having attended public schools at any time during the school year, is 9,206; attending private schools, 4,403; attending no schools, 3,746; making in all, 17,335, which very nearly agrees with the whole number reported as between 5 and 15—17,288; showing the returns to be quite accurate. Last year, the number between 4 and 18 years of age was 20,581, the number attending public schools, 7,805; private schools, 5,450; not attending school, between 4 and 18, 3,065; total, 16,320—showing a discrepancy of 4,000 children unaccounted for. Of the number who attended school last year, 59 per cent. attended public, and 41 per cent. private. This year, 68 per cent. attended public schools, and 32 per cent. private schools; a relative gain of public over private schools of 9 per cent. The number of children who speak German is 1,275; French, 530; Spanish, 400; Italian, 221; Chinese, 68.

PERSONAL.—George Tait, Ex-Superintendent of Common Schools of San Francisco, on his return from a trip to the Eastern States, has taken a position as instructor in the Oakland College School. Mr. Tait is a capable and popular educator, and we congratulate the Oakland faculty on their good fortune in securing his services.

Mr. Brayton has also enticed J. M. Sibley, of the State Board of Education, by the allurements of a higher salary than the public schools could pay him. Mr. Sibley has been doing good service in the public schools of this State for ten years, and has not grown rich; so we don't blame him for entering a better field of labor. Oakland College, however, must bid high to keep him, as we shall do our best to get him back.

J. A. Louttit, Graduate of the California State Normal School, has taken charge of the Public Grammer School at Brooklyn, Alameda County. Mr. Louttit has proved himself a very successful teacher, and we congratulate him on his promotion, and the school on its teacher.

Wesley Tonner, County Superintendent of Santa Clara county, has taken a four months' trip to the Eastern States. We wish him a pleasant trip and a quick return. Santa Clara can't do without him.

H. N. Nutting, of Butte County, holder of a State Educational Diploma, has taken charge of the Redwood City Grammar School. We congratulate the trustees on securing so capable a teacher.

Silas A. White, graduate of the California State Normal School, and holder of a State Diploma, is teaching in the Grammar School at Martinez to the entire satisfaction of everybody concerned. The holders of State Diplomas seem to be appreciated.

E. D. Humphreys, graduate of the State Normal School, has been elected to a position in the schools of this city.

Mr. Moore, from the State Normal School, has been elected to the position of assistant teacher in the San Francisco Industrial School.

Misses Holmes, Flint, Gummer, and Miller, all graduates of the State Normal School, have been elected to positions in the city schools.

Miss Bertha Comstock, graduate of the State Normal School, has taken charge of the new public school at Lakeville, Sonoma county.

Capt. Lorenzo D. Allen has been elected sub-master at the Spring Valley School; Bernhard Marks, Principal.

Miss Pœhbe Palmer, recently from Connecticut, has been elected assistant in the Union Grammar School; Mr. Myrick, Principal.

S. R. Bradshaw, a graduate of the State Normal School, has been elected Principal of one of the city schools of Oakland. It cannot be said that the graduates of the State Normal School are not in demand.

REPORT OF COUNTY SUPERINTENDENTS.—The delay in forwarding blanks for the reports of county superintendents was owing to the fact that the State Printer was occupied in getting out the "Great Registers," which, being of greater importance, took precedence in time. So the "Registry Law"—that general "scape goat"—was the cause of the delay.

BARNARD'S JOURNAL OF EDUCATION.—We have received the June number of this invaluable educational quarterly. It contains a steel engraving of J. S. Goodnow, Superintendent of Public Instruction, Kansas, and H. D. McCarty, second President of the Kansas State Teachers' Association, with a biographical sketch of each. It also contains a fine cut of the Oswego State Normal and Training School, with a sketch of the organization of the institution. Among the valuable papers of this number are the following: *The Educational Duties of the Hour*, by S. S. Greene, President of the National Teachers' Association; *Object Teaching*, its General Principles, and the Oswego System, by S. S. Greene; *Normal Schools in the United States*, by Richard Edwards, Principal of the Illinois Normal University; *Education as an Element in Reconstruction*, by J. P. Wickersham; *A National Bureau of Instruction*, by A. J. Rickoff; *Formation of Moral Character*, by M. F. Cowdery; *Public Instruction in Austria*; and sketches of Educational Conventions and Associations in Kentucky, Tennessee, Georgia, North Carolina, South Carolina, Missouri, Delaware, Texas, Alabama, Maryland, District of Columbia, Florida, Arkansas, Mississippi, Oregon, West Virginia, and Kansas. There ought to be one hundred subscribers for this journal in California. The articles in this number alone are worth the subscription price for the year — only $4.50 in currency. Address Henry Barnard, Hartford, Conn.

AMERICAN INSTITUTE OF INSTRUCTION.—We have received a very pleasant and pressing invitation from B. G. Northrop, President of the Institute, to attend the next meeting, to be held at Burlington, Vt., on the 7th, 8th, and 9th of August, 1866. The programme is a tempting one, and if we could get there, we would like to go. It is one of the disadvantages of living so near the setting sun, that we must lose all the pleasant gatherings of eastern educators. Thank you for the invitation, Mr. Northrop, but the continent is too wide.

NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS.—Mr. Northrop is also President of this Association, which meets in Indianapolis, Indiana, on Monday and Tuesday, August 13th and 14th, and we are again tempted to go East to this important meeting; but the law does not allow a State officer to leave the State without special permission of the Legislature, and we really cannot get away.

ROLL OF HONOR OF RED BLUFF PUBLIC SCHOOL.—Term commencing September 25th, 1865, ending June 9th, 1866. W. A. Sanders, teacher.

Miss Ella S. Tuttle,	Miss Sarah E. Baker,	Miss Zuritha J. Eachus,
Miss Mary Vestel,	Miss Lovina Williamson,	Miss Katie Nagle,
Mr. Geo. W. Sullivan,	Mr. Wm. D. Rambo,	Mr. John Lee,
Mr. Ambrose Black,	Mr. J. Floyd Vicars,	Mr. Byron Vicars,
	Mr. Charles B. Fitzgerald.	

SAN JOSE TEACHERS' ASSOCIATION.—The last monthly meeting of this association was well attended. Lectures were given by Prof. Knowlton and Supt. Swett. This association has the largest and best teachers' library in the State.

NOTICE.—The graduates of the State Normal School can have their Diplomas by calling at this office. The State Certificates which were issued to the following persons, on the results of the last examination, can be obtained by calling for them at this office :

Diploma—Mrs. Ira G. Hoitt.

2d Grade Certificates—Miss Clara C. Howell, Miss M. S. Richardson, Miss Phœbe Palmer.

3d Grade Certificates—Mrs. Mary Humphrey, Miss M. Brady, Mrs. Lois W. Hopkins, Miss Zillia M. Hyde, Miss M. E. Dames, Mrs. Kate McLaughlin.

CITY INDUSTRIAL SCHOOL.—A few days since we had the pleasure of visiting this excellent institution, which now numbers one hundred and fifty boys and twenty-five girls. It is under the superintendence of Col. Wood, who evidently is a good business manager.

Through the active interest of Director Kennedy, the school has been graded, the city series of text-books adopted, and the school rooms rearranged and refitted, with the intention of making the school, in all respects a first class public school. John A. Moore, of the State Normal School, has recently been appointed one of the teachers. The position will test his Normal training. We intend to visit this school again in a short time, and will then give a detailed report of it.

DISTRICT CLERKS.—In accordance with the provisions of the Revised School LAW, two copies of the CALIFORNIA TEACHER are now mailed to each District Clerk—one for the use of the Board of Trustees, the other for the District School Library. It is the duty of the District Clerk to deliver one copy to the teacher of his district, for the use of the school and the teacher, to be kept on file at the school house. If any Clerks fail to receive their copy, they will please forward their address to this office. As the "District Clerks" are frequently changed, any new Clerks will of course take from the office the CALIFORNIA TEACHER, even though it still be sent to the address of the former Clerk.

COUNTY AND CITY SUPERINTENDENTS.—A copy of the TEACHER is now sent to each County Superintendent, and each City Superintendent. If any fail to receive it, they will notify us of the fact.

INYO COUNTY.—This new county is rapidly organizing its schools, under the direction of County Superintendent Earl. The rate of county tax is thirty-five cents on a hundred dollars. One school is already in operation.

When will Mono County organize a school?

CLARK'S GEOGRAPHY is meeting with great success. The author has favored us with two or three additional pages of a "pronouncing vocabulary," in which each name is divided and accented, and the pronunciations of doubtful syllables are represented in italics. It will prove of great assistance to those especially whose knowledge of Spanish is imperfect.

STATE NORMAL SCHOOL.—The American Normal School Association does not take the papers. Even Brother Edwards, of the *Illinois Teacher*, to whom we had given credit for knowing everything, has demonstrated in his journal for May (page 158) that he is more than three years behind the times. In the "Register of Normal Schools," supposed to be official, the high priests of the Eastern synagogue ignore the existence of the California State Normal School entirely. We do not thank them for it. We wish to be counted "inside" on that question. Our State Normal School opened in the city of San Francisco on the twenty-third of July, 1862, and has been doing good service ever since. The CALIFORNIA TEACHER, which commenced its vigorous existence with the month of July, 1863, made special reference to our State Normal School in its first volume nearly a dozen times; in its second volume, fourteen times at least, and in its third volume, nearly as many times more; so that these Atlantic Coast brethren are, as Paul once said of certain other individuals, "without excuse."

We trust that Prof. George W. Minns, the Principal of the California State Normal School, who is now on leave of absence at the East, will further enlighten the benighted people of those parts. In the mean time, Prof. Carlton, the acting Principal, informs us that nearly a hundred students are in attendance; and we are assured in our minds that the Golden State will persist in having a State Normal School, whether the same be recognized abroad or otherwise.

STATE NORMAL SCHOOL REPORT FOR MONTH ENDING AUG. 4TH, 1866.—

Whole Attendance during the month	90
Whole Attendance of Females	78
Whole Attendance of Males	12
Average number belonging during month	85.5
Average Daily Attendance	82.7
Per centage of Attendance	96
Number Admitted	89
Number Left	3
Number in Senior Class	33
Number in Junior Class	31
Number in Sub-Junior Class	26
Number of Counties represented	12

LITERARY NOTICES.—The following new works have been received:

AN ALGEBRA AND AN ARITHMETIC. Adapted to the Course of Instruction usually pursued in the Colleges and Academies of the United States. By P. A. Towne, formerly General Principal of the Barton Academy, Mobile, Ala., Professor of Mathematics, Clinton Liberal Institute, N. Y. Louisville, Ky.: John P. Morton & Co. pp. 282 and 360, respectively.

We have examined these books with some satisfaction and some disappointment. The author claims no more than he deserves, and he deserves no more than he claims. The definitions in both books are concise and accurate, and

the rules are short and clear; but we can see no great improvement, in these particulars, on the many other excellent works on the same subjects. The treating of decimal fractions in connection with decimal notation is a new arrangement for books of this style, but Dana P. Colburn has the same feature. The examples are carefully graded and very judiciously varied, and as instruments to be used by competent instructors, it is saying very much to say that they are fully equal to the very best published. But we are disappointed at receiving so little from a source so rich in what we need most. Mr. Towne, with his thirty years' successful practice in the class room, should give us his methods of introducing and developing each particular point, as Colburn has done. We want more Normal and less Text book. The perspicuity which shines on every page of these books shows that the whole subject has been thoroughly digested in the author's mind, and systematized from a teaching standpoint; and he owes it to the profession to exhibit his explanations, illustrations, and demonstrations, in the place of the bald solutions and rules which he has given us, and which we can get elsewhere. These remarks do not apply to the Algebra, which contains something we have long looked for in vain, namely: a *popular* treatment of the higher equations and the principles upon which their solution depends. M.

GOODRICH'S SERIES OF SCHOOL READERS. Edited by Noble Butler, A.M. Louisville (Ky.): John P. Morton & Co. A First School Reader, pp. 72; a Second School Reader, pp. 144; a Third School Reader, pp. 216; a Fourth School Reader, pp. 264; a Fifth School Reader, pp. 384; a Sixth School Reader, pp. 551.

This series of Readers is used extensively in Kentucky, and is worthy of use anywhere. The selections are well made, the works are well printed, and the teacher who had them in school would be unskillful if he did not succeed with his reading exercises. In this State, where the Public Schools are already supplied with Willson's noble series, and teachers are not allowed discretion in the selection of books, the field is not open for rival publishers, nor would there be a gain in changing the system. Still, the series published by Messrs. Morton is one which teachers would be interested in, and would well repay their attention.

SPARE HOURS. By John Brown, M. D. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 458.

This is not one of the newest of books, but the announcement that a second series of "Spare Hours" will be soon forthcoming has sent us back to renew some pleasant hours spent over this first series, published about three years since. It is a collection of essays on various subjects, first and foremost of which is that choice specimen of heart story-telling called, "Rab and his Friends," which once read, will not soon be forgotten. The essay on "Education through the Senses" touches the vocation of our readers, and the sketch of Arthur Hallam—for whom "In Memoriam" was written by Tennyson—gives information which every literary person will be glad to obtain. Then the theologian has his tastes consulted in the article on "St. Paul's Thorn in the Flesh: What was it?" We are sure it is never too late to notice a volume so full of quiet humor as this.

THE COMMON SCHOOL SPEAKER. By Noble Butler. Louisville, (Ky.): Jno. P. Morton & Co. pp. 359.

This book contains two hundred and eighty-six selections for recitation, "designed chiefly for young pupils," the compiler says, but containing, as we think, a sufficient variety for all pupils in the common schools. Though not a new work, it is as good as new, except that the eloquence evoked by the recent war is not represented. Should another volume of similar size be published to contain these later specimens of eloquence, the two would furnish every school boy with an abundant supply of matter for his weekly declamations.

THE SUNDAY MAGAZINE for 1865. Edited by Thomas Guthrie, D.D. London and Edinburgh: Strahan & Co. San Francisco: A. Roman & Co. pp. 954.

The leading principles of religious thought are the same the world over, and what is adapted to the wants of Christian families in England or Scotland will be welcomed elsewhere by those who believe in the same Scriptures. We believe essentially in the holy Catholic church; and the *Sunday Magazine*, by whatever name its editors and writers may be known among the churches, goes far to make the universal church truer to the thought of its Founder. We know of no more profitable method of investing five dollars towards the "proper observance of the Sabbath," of which we hear so much, than by putting this volume in families so situated as to be unable to attend the churches. Attractive stories of a religious character, historical sketches, grave articles from grave divines, poetic gems from various European writers; in short there is here an *original* scrap book carefully compiled, handsomely published, and dedicated to the uses of the evangelical portion of the world. We are glad to know of its great success elsewhere, and trust that on this coast it may prove a solace for many weary hours.

GOOD WORDS FOR 1865. Edited by Norman McLeod, D.D., London: Strahan & Co. San Francisco: A. Roman & Co. pp. 934.

Readers of *Littell's Living Age*, or any other republication from British periodicals, will remember the frequent appropriation therein of articles from the volume before us. The publishers of *Good Words* aim seemingly at the preparation for the week of a magazine as suitable for all hours as is the *Sunday Magazine* for the hours that men are accustomed to regard as especially sacred. We find in this volume the whole of Alexander Smith's novel, since republished by Ticknor & Fields, "Alfred Hagart's Household," and the whole of Charles Kingsley's novel, "Hereward, The Last of the English," also republished. Then there is a series of articles, since published in book form in England, upon "Christ, the Light of the World;" a series of Essays by Henry Rogers, on various subjects, and an interesting set of papers by the Editor, about a Journey in the East. We are glad that Messrs. Strahan & Co. have opened communication with America by means of these columns. The motto of this volume, taken from old Herbert, "*Good Words are worth much and cost little*," is suggestive of the fact made known to us by Roman & Co., that the price of the volume is four dollars and a half, and we may add that they are the sole agents on this coast.

PICTORIAL HISTORY OF THE CIVIL WAR IN THE UNITED STATES OF AMERICA.—By Benson J. Lossing. Illustrated by many hundred engravings on wood, by Lossing and Barrett, from sketches by the author and others; vol. 1. Philadelphia: George W. Childs. San Francisco: A. Roman & Co. pp. 608.

All persons who wish to forget the events of the last five years, are hereby warned away from Lossing's Pictorial History. He writes that the record may be fresh and life-like. In the preface Mr. Lossing justly alludes to the impossibility of writing what may be properly considered history, and modestly asks that his work may be regarded rather as a chronicle than history. In easy, sometimes too easy style, the story is told of what happened during the war down to and including the battle of Bull Run. Mr. Lossing has been familar with the whole country, and has had ample opportunity for verifying his most important statements. The work before us is as essentially a partisan book as Pollard's notorious history, but it is partisan to freedom and the nation, instead of to slavery and a section. The illustrations, more than four hundred in number, are generally well executed, though sometimes too trivial for notice. The initial letters of the chapters are generally very suggestive and beautiful.

We think this book when completed will prove eminently satisfactory to "the plain people," as embodying in such style as they can readily understand, the details of the conflict through which our land has passed so grandly. The work is sold only by subscription, and it is understood will be completed in about two volumes beside the one already published. A. Roman & Co. are the sole agents for this coast.

SUMMER REST. By Gail Hamilton. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 356.

We always have an irresistible inclination to examine the books of this author, not only because she says fresh things, but because also she says old things in a new way, and frequently so changes their relations as to evoke a new set of ideas from the oldest. Very provoking her books are. You get fairly convinced that she is a very bad, unorthodox, irreverent person, when up comes a heart passage, full of the truest, most scriptural faith. You purpose to put the book away, by reason of its utter folly, as in the "Prose Henriade" of this volume, and then come upon some valuable article on the Sabbath, which though not necessarily right, is at least apparently earnest. We would copy for our readers' information the themes laid down in the table of contents, only that they contain so little information after all of the real nature of the articles therein.

A BRIEF BIOGRAPHICAL DICTIONARY. Compiled and arranged by the Rev. Charles Hole, B. A., Trinity College, Cambridge. With additions and corrections by William A. Wheeler, M. A. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 453.

We pronounce this little work one of the most really convenient aids to the teacher recently published. It gives a great number of names—almost as many as there are lines in the volume—the date of birth and of death, together with some fact or hint as to their career. Nothing could be more concise, and yet the facts herein are about all our overworked teachers could expect to retain, and make of service to them. It is handsomely printed and well edited by Mr. Wheeler, whose dictionary of Noted Names in Fiction has made him familiar to our readers.

THE

CALIFORNIA TEACHER.

OCTOBER, 1866.

Vol. IV.] SAN FRANCISCO. [No. 4.

[For the California Teacher.]

A PEDAGOGUE'S FAREWELL ADDRESS TO HIS CONSTITUENTS.

I take for granted these things: that all of us believe that a child is worth more than an animal; that a parent's love for his child is nothing to laugh at; that money and trouble expended on the elevation of his sons and daughters is a safe investment, sure to return, as the years pass, bigger and bigger dividends. For when we see a pippin and a crab apple, clusters worth fifty cents a pound and wild grapes that only foxes can eat, or when we see a vagabond and a statesman, we can see what the world is worth with education, and what it is worth without.

The word "Education," grew up on the shores of the Mediterranean sea, about twenty-five hundred years ago, and, until it was so hackneyed that it became insignificant, signified *a leading forth*. Many have turned this word upside down, and make it mean a putting in instead of a drawing out; deeming the teacher a sort of syphon, made of some cheap metal for pouring diluted things into the young mind, as molasses into a keg. One hates to compare a youthful soul to a keg; rather to a flower, (naming education, development) and the teacher to the superintendent of a botanical garden, watching over plants of every zone, allotting as healthful, moisture, dryness, sunshine and shadow.

There are two sorts of schools, public and private; no more opposing each other than the sun and moon are rivals in their shining. Private schools a child may have; public schools a community must have. To be sure, some communities do without them. The Apaches, I have heard, "do without" public schools, and in the Fejee Islands, where they fricassee one another, they "do without" public schools; yet be it likewise observed, that these eccentric people contrive to do without colleges also.

Now a public school belongs to every citizen. He can say: "I own horses, acres of ground, and personal property; and I own an interest in the public school. I have helped to buy good desks for my schools, I have subscribed for a library, and my agents in the matter, the trustees, must manage things to suit me, or I shall vote against them at the next election. One who should let a farm to a bad tenant, and coming and seeing the property going to waste, should say, "the fellow is so bad a tenant that I'll abandon the farm," no doubt would be a fool, whose fit residence is Stockton. Suppose Mr. A's children, next month after my successor has been installed, shall go home, crying that the new teacher is awful; that he can't read; that he cut off Uriah Bilk's head, and roasted poor Mary Gummidge in the stove! Shall Mr. A. forsake his possessions in the school, or shall he dismiss this ferocious teacher? This is a decisive advantage; if you get a bad teacher, you can get rid of him: but no teacher of a private school stipulates to go off in three months, if such is the public will. More likely he is to lie, a ponderous incubus on the general stomach, until starvation drives him elsewhere.

It has seemed unaccountable to me, that the schoolhouse is not the finest building in the neighborhood. It is the place where your sons and daughters pass most of their time, and as you think it expedient to fit up your houses with comforts, it is strange that the schoolhouse is so often a shanty rather than a mansion. I do not hope that it will ever be as attractive as a play-ground, (itself a great help in educating) simply because anything that must be done regularly and with precision, soon becomes irksome to a boy whose impulse is to do nothing continuously, as a butterfly wants

a garden full of bushes to flutter through. Some persons, when they take pills, try to hide the bad taste with a pickle; and for a like reason, probably, the true idea of a school house is that it must be a pleasanter place than the child's home, to counterbalance the repelling influence which duties day after day, are apt to create.

1. The teacher must be a man that John can respect; a man whom he cannot but see — and boys are lynxes, you know — to be above him, not merely in the knack of grammar and arithmetic, but in decency of thought and demeanor; in a word, John must feel that his teacher is more of a gentleman than he.

2. The school house ought to be denied to some uses. Unquestionably horses and swine ought not to be lodged in the school house, nor elections held in it. Pure, rich and quiet ought the circumstances of this house to be, and over its portal written: "Politics, bigotry, ill-nature and filthiness are forbidden to enter here."

Yet how far what is, lags behind what ought to be! Some scholars tramp into their school house as into a barn. Often they are right, too. The whole establishment is made up of fag-ends. The teacher is a poor stupid fag-end, the stove and benches are each fag-ends after their kind; the instruction is mean, and the boy sees there is no civilization to be had there at any price, despises the lessons and the shabby rulers of the place, and winds up by sending a stone or two at its windows after dark. Now it is not impossible to find fault with the building we are in at present, but I have insisted that it should be respected; that any roof which kept the weather off us while we were getting an education, was performing a friendly office, which we should appreciate; and I have added, hinting better days, that we would learn here how to use that better building against the time it shall be ready for us.

Is the school a dignified corporation, no more to be abused than a church or a bank? or is it a good natured concern, swallowing every insult, and dodging, with humble smiles, the ducks' heads and bad eggs? The school belongs to each, yet only during good behavior, and there ought to be a law against those puerile intrigues of busybodies, which grievously cripple the teacher's work.

It is amusing how near sighted some men are. A man who has one thousand dollars, and will not give forty to a school, will give one hundred for a horse. A man who holds up his hands at the idea of anybody's giving four per cent. for the education of his children, is all the time buying new vineyards or increasing the old. Now such an one may be a man, but not a shrewd one. He is putting in a heavy crop of mustard, so to speak, and hereafter will wonder why it doesn't come up grain; he has not his eyes open, to distinguish the first best from the second best. If a first rate public school were erected in this valley, loaferish temptations would skulk away before it as creatures of the night before day-break. Every man who wanted to sell an estate, would sell it, in that event more readily, and get a better price per acre; and far above all this selfish arithmetic of profit and loss—for the value of human lives cannot be measured by potato hills or square feet of loam—the children would be blessed by it, more than anybody can imagine. For a young person cannot always be instructed if he would. A time comes when he is too old for that. If a tree on one of your mountains yonder, has been wedged between boulders for sixteen years, what wonder if it be distorted? And if a mind has been misguided as long, it is for him too late; ignorance has got him; it only remains to carve once more that dreadful epitaph: "Better not to have been born at all!" A sad spectacle in this world is an ignorant, vicious old man, whom, by retrogression of seasons, we see a happy human creature, going about unaware of the low-lived future on its way to meet him.

My last word shall be of the youngsters. They are good ones! My motto with them always has been, "Patience, and patience, and patience!" If John is dull at twelve, he may be bright at eighteen; and if he is dull at eighteen, why life is long, and time is a teacher, and he'll be as you want him when an old boy of thirty.

Years hence, when the gain of this year's harvest is remembered as a very small thing, how this large family I leave was treated shall surely be remembered as a very great thing, to teaze or plague you, according to your deeds. S. S.

JAPAN.

Japan is a country of paradoxes and anomalies. They write from top to bottom, from right to left, in perpendicular instead of horizontal lines. Their books begin where ours end. Their locks turn from left to right. Their day is our night. Shops go to customers. People sit upon their heels. Horses' heads are where their tails would be in an English stable, facing the entrance, the food hung from the roof in a basket. There old men fly kites, while children gravely look on; the carpenter uses his plane by drawing it *to* him; their tailors stitch *from* them; they mount their horses from the *off* side; the bells to their harness are always attached to their hind-quarters instead of the front; ladies black their teeth instead of keeping them white; their hair is turned back from the face, which is elaborately painted and powdered; and their anticrinoline tendencies are carried to the point of interfering not only with the grace of movement, but with all locomotion, so tightly are the lower limbs, from the waist downward, girt round with their garments. Top spinning is followed as a profession. They indulge in frequent and loud exultations, as evidence of a good meal. Their pocket is their sleeve. They wipe their face with a nice square of paper, and carefully fold the envelop into the sleeve, or give it to an attendant to throw away. Their music is without melody; their landscapes without perspective, light, or shade; their figures without drawing—mere crude colors and grotesque forms dancing in mid-air, without ground to rest on. They have bank notes of the value of a farthing. They have long perfectly understood the utilization of sewerage, and the manufacture of paper, not from rags, but from the bark of trees, of which they have sixty-seven different kinds, all with different uses. They use no milk or animal food; horses, and oxen, and cows are employed for purposes of draught only; they have no sheep nor pigs; the flowers have no scent, the birds no song, and their fruits and vegetables no flavor.—*Am. Ed. Monthly.*

THE CHILD'S ETIQUETTE.

I. Always say, Yes, sir. No, sir. Yes, papa. No, papa. Thank you. No, thank you. Good night. Good morning. Never say How, or Which, for What. Use no slang terms. Remember good spelling, reading, writing, and grammar are the base of all true education.

II. Clean faces, clean clothes, clean shoes and clean finger nails indicate good breeding. Never leave your clothes about the room. Have a place for everything, and everything in its place.

III. Rap before entering a room, and never leave it with your back to the company. Never enter a private room or public place with your cap on.

IV. Always offer your seat to a lady or old gentleman. Let your companions enter the carriage or room first.

V. At table eat with your fork; sit up straight; never use your tooth pick, and when leaving ask to be excused.

VI. Never put your feet on cushions, chairs or table.

VII. Never overlook any one when reading or writing, nor talk or read aloud while others are reading. When conversing listen attentively, and do not interrupt or reply till the other is finished.

VIII. Never talk or whisper aloud at the opera, theatre or public places, and especially in a private room where any one is singing or playing the piano.

IX. Loud coughing, hawking, yawning, sneezing and blowing are ill-mannered.

X. Treat all with respect, especially the poor. Be careful to injure no one's feelings by unkind remarks. Never tell tales, make faces, call names, ridicule the lame, mimic the unfortunate, or be cruel to insects, birds or animals.—*Selected.*

For three years in succession the voters of his city have honored Ex-President Buchanan with their suffrages as constable to the extent of an election; and thrice, under the law requiring it, has he gone to the proper authorities and made oath that his election was without his wish, knowledge, or procurement, and that he did not desire to hold the office.

THE BATTLE.

At early dawn of purple morn
The hollow drum and piercing fife
Rouse the soldier to mortal strife:
Ranks must form for the coming storm,
Ere sentinel stars of morning gray
Are chased by the glorious sun away.
The distant hill-tops are tinged with gold,
Floods of the breaking light are rolled
Over the hosts where standards stream,
And serried lines of bayonets gleam.
Masses of men, with measured tread,
Over the battle field are spread;
With muffled sound over the ground,
Deep mouthed cannon are rumbling slow
On their mission of death and woe.

Booming heavily on the ear
Breaks the signal gun loud and clear;
Batteries vomit their breath of flame;
Death has opened his bloody game!
Swiftly the charging columns form
Amid the sleet of the iron storm;
Flash upon flash!
The line fails not;
On they dash,
Through thick grape shot;
Sternly they close
On the hated foes;
Shoulder to shoulder and man to man,
On they press o'er the fallen van.
Shouting and cursing with maddened yell,
Strong men grapple like fiends of hell:
"They fly! they fly!" is the victor's cry,
Drowning the groans of agony.

See you the dust clouds on the field
Where war steeds fierce into ranks are wheeled?
Chargers spring to the bugle sound,
Pawing impatient the battle ground;
Against the squares of bristling steel
With sound of thunder the squadrons wheel;
Rider and horse to the earth are sent,
Helmets shattered, and gay plumes rent;
Manhood's brow, with its seal of God,
Is crushed and blent with the reeking sod.

Shattered and torn they are backward borne,
And the stubborn squares unbroken stand,
Musket to musket and hand to hand;
Over the field a sulphurous cloud
Hangs like a damp and dark death shroud.
Pity is dead, mercy has fled,
Man is changed to a demon dread:
Carnage exults in the gloomy pall,
Death is holding his carnival
Over the warriors, stark and grim,
Over the mangled corse and limb.

Hushed is the cannon's heavy roar,
Exhausted nature can strive no more;
The wearied armies sink down to rest
Upon the battle field's bloody breast.
Moans of the dying, shrieks of pain,
Cries for water, rise wild and vain.
Over the living Sleep casts her veil;
Meek-eyed Mercy, with brow so pale,
Weeps by the wounded soldier's side,
Watching the ebbing of life's warm tide;
Stilling the heart so racked by pain,
Never in anguish to throb again.

Embattled legions, with thundering tread,
Shall rouse no more the grim hosts dead;
But ere the set of another sun
The hard fought field must be lost or won;
And the living must mingle again in strife,
The final struggle for death or life.
God grant the right may win the fight
Before the fall of another night!
God grant that there on evening air
Victorious freemen raise their prayer.

—*Knickerbocker.*

In the midst of a stormy discussion, a gentleman rose to settle the dispute. Waving his hands majestically over the excited disputants, he began: "Gentlemen, all I want is common sense—" "Exactly," Jerrold interrupted, "that is precisely what you *do* want!" The discussion was lost in a burst of laughter.

"I GAVE the fellow a shilling," said Sir Walter Scott, on some occasion when sixpence was the fee. "Remember you owe me sixpence, Pat." "May your honor live till I pay you!"

Department of Public Instruction.

PUBLIC SCHOOL LIBRARIES.

At the meeting of the State Board of Education in June last, a committee, consisting of Messrs. Swett, Sibley, and Cottle, was appointed to prepare a list of books. Before adopting, the State Board decided to order the committee list published in the CALIFORNIA TEACHER, for the purpose of eliciting comment and criticism. Accordingly, it is submitted to County Superintendents, Trustees, and teachers, with the request that all give it a careful consideration, and report to the State Superintendent the result of such action. If any books are found objectionable, the Board is ready to consider the objections; and if any desirable books are omitted, they can be added. The only desire of the State Board is to adopt the best possible books. Criticisms from the press are also invited.

JUVENILE LIBRARY.

Books of Instruction and Amusement.

ABBOT, JACOB and J. S. C. Histories and Story Books as follows:

Illustrated Histories, 28 vols.

Alexander the Great.
Charles the First.
Cleopatra,
Darius the Great.
Genghis Khan.
Henry IV of France.
Julius Cæsar.
Maria Antoinette.
Nero.
King Philip.
Pyrrhus.
Romulus.
Josephine.
William the Conqueror.
Alfred the Great.
Charles the Second.
Cyrus the Great.
Elizabeth of England.
Hannibal.
Hernando Cortez.
Margaret D'Anjou.
Mary, Queen of Scots.
Peter the Great.
Madam Roland.

Richard the First.
Richard the Second.
Richard the Third.
Xerxes.
Life of Washington.

Marco Paul's Voyages and Travels.
In Vermont.
In Boston.
In New York.
Springfield Armory.
Erie Canal.
Forests of Maine.

Rainbow and Lucky Stories. (Handie; The Three Pines; Rainbow's Journey; Selling Lucky; Up the River). 5 vols.

Harper's Learner Series. (Learning to Talk; to Think; to Read; about Common Things; about Right and Wrong.) 5 vols.

Harper's Story Books.
Vol. 1. Bruno; Willie; Straitgate.
Vol. 2. The Little Louvre; Frank; Emma.
Vol. 3. Virginia; Timboo and Joliba; Timboo and Fannie.
Vol. 4. The Harpers; Franklin; The Studio.
Vol. 5. Ancient, English, and American Histories.
Vol. 6. John True; Elfred; The Museum.
Vol. 7. The Engineers; The Alps; The Three Gold Dollars.
Vol. 8. The Gibraltar Gallery; The Alcove; Dialogues.
Vol. 9. The Great Elm; Margaret; Vernon.
Vol. 10. Carl and Jocko; Lapstone; Orkney.
Vol. 11. Judge Justin; Minigo; Jasper.
Vol. 12. Congo; Viola; Little Paul.

Franconia Stories. 10 vols.
Malleville.
Wallace.
Mary Erskine.
Mary Bell.
Beechnut.
Rodolphus.
Ellen Linn.
Stuyvesant.
Caroline.
Agnes.
John Gay; or, Work for Boys. 4 vols.
Mary Gay; or, Work for Girls. 4 vols.
Rollo's Books. 10 vols.
Practical Christianity.
The Child at Home.
The Mother at Home.

Rollo Books of Travels. (Paris; Atlantic; Geneva; Rhine; Naples; Rome; Holland; London; Scotland; Switzerland.)

Abbott's American Historical Series.
Vol. 1. America—Aboriginal.
Vol. 2. America.
Vol. 3. The Southern Colonies.
Vol. 4. The Northern Colonies.
Vol. 5. War of the Colonies.
Vol. 6. Revolt of the Colonies.
Vol. 7. Revolutionary War.
Vol. 8. Washington.

Adams, Wm. T. (Oliver Optic) Writings, as follows:

Stories of the Great Rebellion. 6 vols.
The Soldier Boy.
The Sailor Boy.
The Young Lieutenant.
The Yankee Middy.
Fighting Joe.
Brave Old Salt.

The Boat Club Series. 6 vols.
The Boat Club.
All Aboard.

Now or Never.
Little by Little.
Try Again.
Poor and Proud.

Riverdale Story Books. 12 vols.
The Little Merchant.
The Young Voyagers.
The Christmas Gift.
Dolly and I.
Uncle Ben.
The Birthday Party.
Proud and Lazy.
Careless Kate.
Robinson Crusoe, Jr.
The Picnic Party.
The Gold Thimble.
The Do-Somethings.

The Woodville Series. 4 vols.
Rich and Humble.
In School and Out.
Watch and Wait.
Work and Win.

ANDERSEN, HANS. Story Books, as follows:

A Christmas Greeting.
The Danish Story Book.
Little Ellie.
Fairy Tales.
Little Rudy.
The Mud King's Daughter.
Picture Book without Pictures.
The Shoes of Fortune.
Story Book.
The Story-Teller.
The Ugly Duck.
Wonderful Tales from Denmark.
Child's Own Treasury of Fairy Tales.
The Ice-Maiden, and Other Tales.
Sand Hills of Jutland.
Tales for Children.

Æsop's Fables.
Arabian Nights Entertainments.

Arthur's Home Stories.
Hidden Wings.
Sowing to the Wind.
Sunshine at Home.

Biographies. Life of Capt. John Smith; of Gen. Putnam; of Daniel Boone.

Bonner's Child's Histories. Of the United States, 3 vols.; Greece, 2 vols.; Rome, 2 vols.

BALLANTYNE, R. M. Series.
The Dog Crusoe.
Freaks on the Fells.
The Gorilla Hunters.
The Red Erie.
The Wild Man of the West.
Gascoyne, the Sandal-Wood Trader.
The Life-Boat. The Young Fur Trader.
Coral Islands.
Hudson's Bay.

Boy's Treasury of Sports.
Boy's Own Book.
Boy's Book of Indian Battles and Adventures.
Cooper's Stories of the Sea.
Cooper's Stories of the Woods.
Child's Own Treasury of Fairy Tales.
Hittell's Adventures of "Old Adams."

DICKENS, CHAS.—
Child's History of England, 2 vols.
Pickwick Papers.
Nicholas Nickleby.

Dickens' Little Folks. 12 vols.
Little Nell. From Old Curiosity Shop.
Smike. From Nicholas Nickleby.
The Child Wife. From David Copperfield.
Oliver and the Jew Fagin. From Oliver Twist.
Florence. From Domby and Son.
Joe and Sam Weller. From Pickwick.
Sissy Jupe. From Hard Times.

The Two Daughters. From Martin Chuzzlewit.
Tiny Tim, and Dot, and the Fairy Cricket. From Christmas Stories.
Dame Durden. From Bleak House.
Dolly Varden. From Barnaby Rudge.
Little Paul. From Dombey and Son.

EDGAR, JOHN G.—
The Boyhood of Great Men.
Footprints of Famous Men.
The Nations of Modern Europe.
Sea Kings and Naval Heroes.
The Wars of the Roses.
The Crusades and the Crusaders.

EDGEWORTH, MARIA. *Early Lessons.* 5 vols.
Vol. 1. Harry and Lucy.
Vol. 2. Sequel to Frank.
Vol. 3. Rosamond.
Vols. 4 and 5. Harry and Lucy, concluded.
Moral Tales.
Popular Tales.
Parent's Assistant.

"Carleton"
Days and Nights on the Battlefield.
Following the Flag.
Winning His Way.

Edwards' Biography of Self Taught Men.
Everett's Life of Washington.
Fairy Book: Harper Brothers.
German Popular Tales.
Girls' Own Book.

HAWTHORNE. True Stories from History and Biography.
Wonder Book.
Twice Told Tales.

HOWITT'S POPULAR TALES. 14 vols.
Alice Franklin.
Hope on, Hope Ever.
Little Coin, Much Care.
Love and Money.
My Uncle the Clockmaker.
My Own Story.
No Sense like Common Sense.
Sowing or Reaping.
Strive and Thrive.
Story of a Genius.
The Two Apprentices.
Which is the Wiser?
Who shall be Greatest?
Work and Wages.

Robinson Crusoe.
Stories told to a Child — By Jean Ingelow.

Spectacles for Young Eyes. (Rome, Zurich, Berlin, St. Petersburg, Pekin, Moscow, Boston, Paris.)

Sargent's Temperance Tales.

SMILES—
Life of George Stevenson.
Self Help.
Brief Biographies.
Lives of Industrial Workers.

Young Woman's Book of Health—Alcott.
Youth's History of the Rebellion.
Swiss Family Robinson.
Stoddard's Adventures in Fairy Land.
Vicar of Wakefield.
Women of Worth.
Tom Brown at Rugby.

Young American's Library—Of Eminent Statesmen, Famous Generals, etc. 12 vols.
Life of William Penn.
Life of Benjamin Franklin.
Life of Henry Clay.
Life of Daniel Webster.
The Yankee Tea Party; or, Boston in 1773.

The Old Bell of Independence.
Life of George Washington.
Life of General Marion.
Life of General Lafayette.
Life of Napoleon Bonaparte.
Life of Andrew Jackson.
Life of General Taylor.

Merry Tales and Stories for Young Folks. 6 vols.

Stories of the Canadian Forest.
Pictures of Comical People.
The Kangaroo Hunters.
Tales of the Saxons.
Stories of the Canadian Crusoes.
Merry Tales for Young Folks.

Little Prudy Series. 6 vols.

Little Prudy's Story Book.
Little Prudy's Sister Susie.
Little Prudy's Capt. Horace.
Little Prudy's Cousin Grace.
Little Prudy's Dotty Dimple.
Little Prudy.

Letters to Young Ladies. Alcott.
Papers for Thoughtful Girls.
Lights and Shadows of Scottish Life.
Pastimes and Recreations.
The Flower People. Mrs. H. Mann.
The Privateersman. Capt. Marryatt.

Mathew Henry. *Biographies for Boys.*

Young Humphry Davy.
The Peasant Boy Philosopher.
Young Benjamin Franklin.

Reid, Capt. Mayne. *Books for Boys.*

The Boy Slaves.
The Ocean Waifs.
The Boy Hunters.
The Boy Tar.
Bruin.
The Bush Boy.
The Young Yaegers.
The Desert Home.
The Forest Exiles.
Odd People.
The Plant Hunters.
The Cliff Climbers.
Ran away to Sea.
Young Voyageurs.

Miscellaneous.

Hittell's Resources of California.
Tuthill's History of California.
Longfellow's Poems.
Bryant's Poems.
Holmes' Poems.
Whittier's Poems.

Educational.

Bates' Institute Lectures on Mental and Moral Culture.
Bates' Method of Teachers' Institutes.
Barnard's American Teachers and Educators.
Beecher's Lectures to Young Men.
Brookfield's Composition.
Calkin's Object Lessons.
Cowdery's Moral Lessons.
Dio Lewis' Manual of Calisthenics.
Emerson's School and Schoolmaster.
Fowle's Teacher's Institute.
Fowle's Hundred Dialogues.
Horace Mann's Lectures on Education.
Horace Mann, Works of.
Herbert Spencer on Education.
Jewell's School Government.
Kindergarten Guide.
Mason's Manual of Calisthenics.
Northend's Teachers' Assistant.
Northend's Teacher and Parent.
Northend's School Dialogues.
Page's Theory and Practice of Teaching.
Russell's Normal Training.
Russell's and Murdock's Vocal Culture.
Russell's Exercises on Words.
Sheldon's Lessons on Objects.
Sheldon's Elementary Instruction.

Sargent's Dialogues.
Scientific Amusements for Young Folks.
Watson's Manual of Calisthenics.
Webster's New Pictorial Dictionary.
Wickersham's School Economy.
Wood's Class-Book of Botany.

Scientific.

Agassiz's Methods of Study in Natural History.
Agassiz's Geological Sketches.
Agassiz's Structure of Animal Life.
Farraday's Chemistry of a Candle.
Gray's—How Plants Grow.
Guyot's Earth and Man.
Hooker's Science of Common Things.
Hooker's Child's Book of Nature.
Hooker's First Book of Chemistry.
Hooker's Natural History.
Mattison's Elements of Astronomy.
Mitchell's Popular Astronomy.
Mitchell's Planetary and Stellar Worlds.
Mayhew's Wonders of Science.
Reason Why in Science.
Well's Science of Common Things.
Whitney's Geology of California.

For Libraries exceeding two hundred and fifty dollars in value.

Bancroft's Hist. of the United States.
Hildreth's Hist. of the United States.
Works of Washington Irving.
Prescott's Works.
Motley's Dutch Republic.
Motley's New Netherlands.
Lossing's Field Book of Am. Rev.
Lossing's Illustrated Hist. of the Great Rebellion.
Macaulay's History of England.
Works of Charles Dickens.
Works of Thackeray.
Works of Cooper.
Shakspeare.
Guizot's History of Civilization.
Gibbon's History of Rome.
Hume's History of England.
New American Cyclopedia.

LINCOLN MONUMENT FUND.

SAN JOSE, July 12, 1866.

To the State Superintendent of Public Instruction:

Some time ago I reported to you and received your receipt for sixty-six dollars and eighty-nine cents, ($66.89) Lincoln Monument Fund. Since then subscriptions have been handed me as follows:

San José	District	.....	Mrs. E. J. Bassett,	Teacher	.....	$2	50
San Jose	"	.....	Miss R. M. Pulmer,	"	.....		30
Oak Grove	"	.....	Mr. N. B. Garbrick,	"	.....	4	10
Redwood	"	....	Miss Annie Hall,	"	.....	2	40
Berryessa	"	.....	Mr. G. T. Chase,	"	.....	3	10
Adams	"	.....	Mr. S. M. Shearer,	"	.....	1	80
Carneadero	"	.....	Miss Nancy Phelps	"	.....	2	37
Braly	"	.....	Mr. J. P. Taylor,	"	.....	3	60
Burnett	"	.....	Miss L. Ross,	"	.....	1	40
Laguna	"	.....	Mr. T. W. Jenness,	"	.....		80
Los Gatos	"	.....	Mr. Meilus Gray,	"	.....	1	00
Alviso	"	.....	Miss De La Mater,	"	.....	2	00
Silver Creek	"	.....	Mr. C. C. Hayward,	"	.....	1	00
						$26	37

The following Schools have not yet responded:

Milliken	District.....	Mr. W. E. Squires, Teacher.
Calaveras	"	Miss L. Smith, "
Evergreen	"	Miss Jane Merritt. "
Franklin	"	Miss A. B. Hartwick, "
Gilroy	"	Mr. Joseph Emery, "
		and Miss Lattimer, "
Guadalupe	"	Miss Phœbe Stanton, "
Rhoades	"	Miss A. W. Curtis, "
Jefferson	"	Mr. S. N. Putnam, "
LaFayette	"	Miss Annie Sharp, "
Live Oak	"	Mr. T. W. Clay, "
Lexington	"	Mr. J. R. Ross, "
Lincoln	"	Miss Sarah A. Brewer, "
Mountain View	District....	Mr. L. H. Vanschaick, "
Moreland	"	Mr. John Campbell, "
Mount Pleasant	"	Miss Mary Merritt, "
Mission Peak	"	——— ———, "
Milpitas	"	Mr. P. C. Tonner, "
Orchard street	"	Mr. O. H. Huntley, "
Pioneer	District.....	Miss Helen Burrell, "
Pala	"	Miss Emma Clift, "
San Ysidro	"	Miss Mary Duncan, "
Willow Glen	"	Miss Eliza Scott, "
San José	"	Mr. C. Morton, "
San José	"	Mr. L. W. Reed, "

Respectfully, WESLEY TONNER,
County Superintendent of Santa Clara County.

REPORTS.—County Superintendents will confer a favor by forwarding their reports at an early a date as possible, and make them as correct as possible before forwarding.

REPORT OF THE STATE NORMAL SCHOOL—for the four weeks ending August 31st:

Whole number enrolled during the month	92
Average number belonging	90.3-20
Average daily attendance	83.17-20
Percentage of attendance	93
Attendance of females	82
Attendance of males	10
Number in Senior Class	31
Number in Junior Class	30
Number in Sub-Junior Class	31
Number of counties represented	13

REPORT OF THE TRAINING SCHOOL:

Whole number enrolled	265
Average number belonging	228
Average daily attendance	218
Percentage of attendance	.95

Resident Editors' Department.

GRUMBLING.—Grumbling is an amiable little weakness of human nature. It ought not to be expected that the new School Law, so radical in many of its provisions, should escape the chronic grumblers who, by a law of nature, must find fault with something. Now, the Revised School Law is not perfect: few laws are so; and some of the amendments inserted by the Legislature in the original draft of the bill make certain sections somewhat complicated, and a little ambiguous; but, on the whole, we think time will test its soundness. The grumbling, as a general rule, comes from the old fogies and the do-nothings. John Stuart Mill says the conservative party is the stupid party, and consequently is a large one; and most of the grumbling comes from this class.

Some teachers complain of the law relating to examinations; they belong mostly to the number of those who only reach the standard of third grade certificates. Others grumble at the State Course of Study; they belong, generally, to that class which is wiser in its own conceit than seven men who can render a reason. Still another class of teachers declaim most loudly against the entire law; this class embraces those whose consciences are tender about taking the oath of allegiance. Some of them were, once upon a time, attached to Price's army in Missouri. One or two County Superintendents are loud in their denunciations of the State Board of Education—"a partisan, sectional concern"—because the Superintendent of their own county was not made a member of said Board. Some Trustees grumble at the "Rules and Regulations" adopted by the State Board, as interfering with their dignity, and prerogatives, and power, and authority. We have heard of one who took off his coat in school, and threatened then and there to fight the teacher who was simple minded and foolish enough to persist in teaching the class the elementary sounds of the English language! A few sore-headed teachers belonging to the small number of those who perjured themselves in taking the oath of allegiance, have rushed into print in several newspapers of secession proclivities, and find fault with things generally: "with that "abortion," the School law; with "that worthless publication," the CALIFORNIA TEACHER, which is full of trash; with the "Great Mogul" of the schools, the State Superintendent, who is the tyrant, oppressing all good teachers—who is growing rich on the enormous salary of $3,000 a year in State scrip—who travels around the State to show himself off—who, according to certain papers which never tell lies, goes about the State [illegible]ing drinks, treating the boys, and electioneering—who don't know anything

about country schools and country teachers—who wants to import Yankee schoolmarms to fill the places of male teachers who fail to get even third grade certificates—and who, as the sum of all villainies, is a conceited Yankee, who imbibed Puritanism with his mother's milk; with the State series of text-books, because Webster's Speller, and Smith's Grammar, and Pike's Arithmetic are not included; with the San Francisco teachers, because they are "stuck up," and go off on excursions; with the State Normal School, because it is a humbug; and, finally, with Webster's Dictionary and Willson's Primary Speller, because these crude publications do not conform to their style of pronunciation and spelling. Heaven bless them all! "May good digestion wait on appetite, and health on both," after they have relieved themselves of their bilious burdens. The countenance of our friend Swezey is unruffled by the articles which knock his editorial items into trash; and his standard weight of 210 lbs is not thereby diminished a single ounce. "Great Mogul" goes plodding on just as usual, and will not stop traveling. The San Francisco teachers do not intend to resign, nor to go into the country; and the School law remains valid until the next session of the Legislature, when all the chronic grumblers, who are always the authors of all educational progress, will doubtless be at Sacramento in a solid body to repeal the Revised School Law; abolish the office of State Superintendent; cut off the TEACHER without a shilling; discharge the State Board; and make each school district an independent republic.

"There is a good time coming, boys,
Wait a little longer."

COLLEGE OF CALIFORNIA.—We recently passed a pleasant half day in the preparatory school of this institution of learning, in the City of Oakland. Our readers are familiar with the statistics of this school, published in the last Biennial Report of the Department of Public Instruction. We found the school in most excellent condition. George Tait, for many years connected with the public schools of San Francisco, is giving the school the benefit of his varied experience. J. M. Sibley, well known to the public school teachers of the State, is an able co-worker with Mr. Tait; and Mr. Campbell, who has been eight years connected with the school as the immediate manager of the boys, has established a reputation as one of the best of teachers. The discipline of the school is as good as that of our best public schools; the instruction is as thorough, and that is high commendation. This school is rapidly gaining in numbers and reputation, and its proprietor and head, Rev. I. H. Brayton, intends to make it the leading school in the State, by securing the best teachers procurable.

PRIMARY SCHOOLS.—The article in our August number on the results of the examination of Primary Schools in this city, was prepared by one of the Grammar Masters, for the purpose of showing some of the *curiosities* of the examination. Several papers, remarkable for their interest in the cause of education, have taken it as a sober and serious summary of said examination. The average per centage of correct answers to the questions which we published, given in the special grades, was from 75 to 96 per cent.

The State Teachers' Institute (Oregon)—Had its annual meeting at Oregon City in August. It was well attended by teachers and friends of the cause. Subjects of practical as well as general interest were presented. Arithmetic, mental and practical, together with a dissertation upon the history of the science of numbers, was discussed by Messrs. Mattoon, Handly, and Pierson, Jr.; Geography, by Mr. Nichols; Orthography, by Mr. Pierson, Sr.; Elocution, by Mr. Dierdoff; History, by Mr. Atkinson; Primary Schools, by Mr. Warren. Penmanship, Phonography, Grammar, The Duties of Parents and Teachers, Graded Schools, and various other themes, were discussed by other gentlemen. Bishop Scott advocated more religious teaching in our schools. Judge Thornton gave, in an evening address, a historical sketch upon Female Education. Prof. Wood, on another evening, gave an interesting address upon Botany. Dr. Wythe gave an address upon Recent Discoveries in Science. Several essays were read by young lady teachers, or those preparing for the work.

A committee of six spent considerable time in collating and elaborating a school law, which was finally presented to the Institute and adopted by them unanimously, and recommended to the Legislature unanimously. Under our present law, the Governor is *ex officio* Superintendent of Public Instruction, but his chief duty has been to select the school lands and to receive the reports of the County Superintendents. They have districted their counties, visited their schools, examined teachers, and granted certificates, while the district committees hire teachers and supervise their own schools.

The new bill proposes a State Superintendent, with the usual duties of that office; a State Board of Education, composed of the Governor, State Superintendent, and five other men, elected from the five judicial districts of the State. A State Board of Examiners, composed of the State and County Superintendents, for convenience, to grant State certificates to teachers in various parts of the State. The county and local orgaizations remain much as they now are. The aim of the new law, if passed, is to give more thoroughness to the system of free schools; to raise the standard of teachers, and to awaken more general interest in them, and to secure uniformity of books, and do in this cause as other States are doing.—*Pacific.*

County Institutes.—The joint County Institute of the northern counties of this State will be held in Marysville, commencing October 23d. A State and County Examination will be held in connection with the Institute. A County Institute will be held at Downieville, October 16th; a County Institute at Stockton, October 30th. The State Superintendent will be present at all the Institutes.

Error.—In the chronological table of Presidents and Vice-Presidents, published in our August number, the types are made to say that John *Quincy* Adams was Vice-President of the United States at the time George Washington was President. The *Quincy* was inserted by some ambitious compositor, and, as we had no opportunity of reading the proof, so went to press.

A WEEK IN THE CITY SCHOOLS.—In the month of August last, we visited every large school, and nearly every class room in the city of San Francisco, and we make a very brief summary of observation in the limited space afforded by the Editor's Table.

THE BOYS' HIGH SCHOOL—Theodore Bradley, Principal, numbers ninety-five pupils, with an average daily attendance of ninety-one. *Thoroughness* is one of the characteristics of this school. We listened to a recitation in Natural Philosophy, and one in Physical Geography. Both lessons were very short, and very well recited. Mr. Bradley has a practical way of teaching English Grammar, by requiring every pupil to give his answers in full and well constructed sentences. Consequently, the boys have acquired, in a good degree, the habit of using the English language correctly and elegantly. We must confess we rather like his system of teaching grammar. The discipline of the school is all that could be desired, and the school moves with the regularity and precision of a chronometer. Book-keeping is well taught, and any boy can acquire in the school a good commercial education. The school has a fine set of philosophical apparatus, purchased at a cost of $3,000, and Mr. Bradley makes good use of it. There is a fine geological and mineralogical cabinet, which is also kept free from dust by daily use. The principal of the school is himself a thinker and a student, and his boys seem to have caught the same spirit. The mathematical department is taught by T. C. Leonard, who was for many years principal of the Mission Grammar school. He is a fine mathematician, and a successful teacher, well worthy of the high position which he fills. Great attention is given in this school to English composition, which is principally taught by Mrs. Atwood, the assistant female teacher. The French class is taught by Mr. Paul Pioda, who was for many years connected with Miss Atkins' Seminary, at Benicia.

THE GIRLS HIGH SCHOOL.—Numbers 115 pupils, with an average daily attendance of 114. The principal of this school, Mr. Ellis H. Holmes, has been continuously engaged in teaching in the public schools of this city for thirteen years, and, we believe, has never lost a day from school on account of sickness. We doubt if he was ever known to be late at school five minutes by the clock. Mr. Holmes is a graduate of the Bridgewater, Mass., Normal school, and has won a well-merited reputation as a systematic and successful teacher. Miss Bodwell, assistant, is a graduate of the New York State Normal school, and Miss Austin, assistant, is from the public schools of Chicago. Good reading is one of the characteristics of this school. We listened to a half hour's drill in vocal culture, conducted by the principal, from which we could understand why the school stands at the head of all the schools of the State in reading and elocution. Considerable attention is given to writing, spelling and to English composition. The singing of the school is unusually good. A large number of the graduates are now engaged in teaching in the city public schools. Indeed, more than four-fifths of the advanced class intend to teach when they graduate. There ought to be a training department connected with this school, similar to the training classes of the State Normal school, in which the mem-

bers of the senior class should be trained to the art of teaching. It would not materially interfere with the course of study for the third year, and the graduates would enter the primary schools knowing something about their duties. Now, they learn to teach at the expense of the school fund, and frequently at the expense of the classes.

THE LATIN HIGH SCHOOL—Numbers seventy-one pupils, with an average daily attendance of sixty-eight. George W. Bunnell, the principal, stands deservedly high as a scholar and teacher. Wm. K. Rowell, assistant, is an experienced teacher. Twenty years ago, we were students together at a quiet institution on the banks of the Merrimac. Azro L. Mann, assistant teacher, was for several years associated with Mr. Stone in the public school at Marysville, and afterwards, principal of the Brooklyn Grammar school. This school is in good working condition. There has been a great deal of idle talk about abolishing it; but that is a contingency not likely to occur. The city needs such a school; and with a judicious expenditure of money, it can be creditably maintained without detriment to either Primary or Grammar schools.

THE LINCOLN SCHOOL—Numbers 966 boys, with an average daily attendance of 933, has eighteen classes and nineteen teachers, and is the largest school in the State. The boys are drilled with military precision, and file in and out of the large assembly hall, like a regiment of veterans. When assembled, they sing "Marching through Georgia" with a *vim*, characteristic of young patriots. The principal, Ira G. Hoitt, is mainly occupied in superintending the school, and attending to its business details; and all who visit there will admit that his work is done well. The head assistant of the school is Mrs. Ira G. Hoitt, an experienced teacher. The position of sub-master is filled by T. W. J. Holbrook and Philip Prior. This school, on account of the very large number of pupils, has two sub-masters. We found the classes of both in good working order. Miss L. B. Jewett, a graduate of the State Normal school, is teaching a "3d Grade Class," and, as evidence of her success, has recently received a State certificate of the First Grade. We found here Miss Maggie McKenzie, a graduate of the City High school, whom we well remember as a little girl in the primary department of the Rincon school. She was promoted through every grade of the Primary, Grammar and High schools, and has been engaged in teaching in the city schools for three years. She holds a first grade State certificate, obtained at a State examination, on a standing of ninety-four per cent., the highest out of thirty applicants examined. Miss S. M. Gunn, teacher of the fifth grade class, is also a graduate of the High school from the Rincon school. Miss M. Ledlie, teacher of the fifth grade class, is a graduate of the Sacramento High school. Miss Hitchings and Miss Smith are graduates of the High school. The classes in this school are large, and the duties of the teachers are arduous; but, as a compensation, the class rooms are large, the black-boards good, the ventilation well provided for, and the building, one of the finest in the United States.

THE DENMAN GRAMMAR SCHOOL—For girls exclusively, numbers 725 pupils with an average daily attendance of 702. Mr. James Denman, the principal,

after whom the school is named, commenced teaching in the city schools in 1851; in 1858, was elected City Superintendent; and after a visit to the East and to Europe, again took charge of his old school in 1865. Mrs. E. M. Baumgardner, is the head assistant. We found here three graduates of the State Normal school, Miss Nettie Doud, Miss A. F. Flint and Miss L. L. Gummer, all of whom seemed to be succeeding well. Miss Mary J. Little is a graduate of the City High school, from the Rincon school. Miss Jessie Smith is a graduate of the High school, from the Denman school. The Denman school house is one of the best in the State, and the school is in keeping with the house We noticed that a good degree of attention was given in all the classes to written spelling. We listened to two very interesting recitations, exceedingly well conducted by the head assistant.

The Union Grammar School—Thomas S. Myrick, principal, for both boys and girls, numbers, including six "outside classes" in other buildings near the central house, 819 pupils, and sixteen teachers. Mr. Myrick has been ten years connected with the city schools, and is well known as a successful and popular teacher. The grammar department of this school numbers 331 pupils, and the primary, 522. J. D. Littlefield, sub-master, is a graduate of the Bridgewater, Mass., Normal school, and has been many years successfully engaged in teaching in various parts of the State. Miss E. M. Tibbey, assistant in the grammar department, is a graduate of the City High school. Miss Clara A. Cummings is a graduate of the High school, from the Rincon, and also a graduate of the State Normal school. Miss Carrie P. Field and Miss Nellie Baldwin, are both graduates of the State Normal school. Mrs. Griffith is principal of a detached primary of four classes. Her class seems to excel in written spelling and black-board drawing. Miss Nellie S. Baldwin, in the same building, has the best drilled class which we observed in free gymnastics. Miss H. M. Estabrook and Miss E. G. Grant, in detached primaries, are graduates of the State Normal school.

The Rincon School.—For girls exclusively, numbers 488 pupils, with an average daily attendance of 471, and ten teachers. This school, which has changed teachers since 1862, more frequently than any other in the city, is now under the management of Prof. Knowlton, formerly principal of the St. Louis High school, and is in fine condition. A good degree of attention is given to vocal culture, written spelling and English composition. Miss Easton and Miss Wade, assistants, are graduates of the High school, from the Denman school, and Miss Miller, a graduate of the State Normal school, from the Union school. Miss Clark is a graduate of the Toronto Normal school, and was for several years connected with the training department of the California State Normal school.

The Washington Grammar School.—Mr. James Stratton, principal, for both boys and girls, numbers 385 pupils. Special attention is given in this school, both by Mr. Stratton and his head assistant, Mrs. Weaver, to calisthenics, penmanship and English composition. Mr. H. E. McBride, submaster, is a graduate of the State Normal school, who is winning his way to

success, by earnestness and industry. Miss M. E. Cheney, assistant, is a graduate of the High school, from the Washington school.

The Washington Primary School—On Powell street, numbers 444 pupils, with an average daily attendance of 428, and a corps of eight teachers. The principal, Miss Carrie V. Benjamin, who has recently taken charge of this school, was for ten years principal of the Rincon Primary school, and is well known as a very successful teacher. Miss S. E. Thurton, who fled from a public school in the city of Charleston, S. C., at the breaking out of the rebellion, has a particularly well trained primary class. The school in the basement of the Broadway Synagogue, in the same district, numbers 166 pupils. The place is cold, damp and dark, and unfit to be occupied for school purposes. The room occupied by Mrs. Hurlburt is about 12x18 feet in size; has only one small window, no ventilation, and is crammed with sixty-five innocents, whose only crime for which they are condemned to this dungeon, is a desire to learn to read and spell. It is without exception the worst school room we have ever seen in this State.

The Spring Valley School—One of the "outside" schools, for both sexes, numbers 229 pupils, with an average daily attendance of 218. It is a pleasant school, though it lacks the imposing numbers of the central schools. The prominent characteristic of the principal of this school, is his originality in methods of teaching. He cuts loose from the teachers' base of supplies, (text books) and relies, to a great extent, on oral instruction and abstracts of topics written by the pupils. Mr. Marks needs no introduction, for he has been one of the teachers who always find time to write for this journal. His pupils are wide-awake thinkers. L. D. Allen, sub-master, is a veteran from the army of the Potomac, in which he was Captain of a Vermont company. The head assistant of this school is Mrs. Marks. Miss Norton is a graduate of the State Normal school, and Miss Barclay, of the High school.

The Mission Grammar School—For both sexes, number 441 pupils. Mr. Ahira Holmes, the principal, is a graduate of the Bridgewater Normal school, and has been engaged in teaching in this State since 1851. J. H. Sumner, sub-master, is also a graduate of the Bridgewater Normal school. Miss A. A. Hill is a graduate of the State Normal school, from the Rincon school. Miss O'Connor is also a graduate of the State Normal school, and Miss Lane and Miss Ciprico, of the High school. We noticed in this school, that three classes of primary pupils, all of them under eight years of age, were kept in session five hours a day, or one hour more than the limit of the law. All the other primary schools in the city are kept in accordance with the provisions of the Revised School Law.

The Fairmount School—One of the "outside" schools, is ungraded, and numbers fifty-nine pupils, with an average daily attendance of fifty. Mr. E. D. Humphreys, graduate of the State Normal school, is successfully teaching the school, and is assisted by Miss Hallowell, graduate of the High school.

The San Bruno School—Ungraded, numbers fifty-one pupils, and is taught

by Miss Jennie Sheldon. It is a very pleasant school, with a home-like appearance. We noticed a vacant desk, covered with flowers. One of the little girls was dead, and the children had brought the flowers as a tribute of respect.

The Hayes' Valley Primary School—Miss L. J. Mastick, principal, numbers 217 pupils and five teachers. Miss A. S. Jewett is a graduate of the State Normal School, and Miss C. E. Younger, of the High School.

The Greenwich Street Primary—Miss Kate Kennedy, principal, numbers 305 pupils and six teachers. Miss Kennedy has been engaged in teaching in the city schools since 1856, and always with success. Miss A. Campbell and Miss Fanny Soulé, assistants, are graduates of the State Normal school. Miss Cheney is a graduate of the High school.

The Fourth St. Primary School—Mrs. L. C. Morgan, principal, numbers 551 pupils and eleven teachers. Of the assistants in the school, Miss Mary J. Bragg and Miss Evelyn Mosse are graduates of the High school, from the Rincon school, now teaching in the same building in which, but a few years ago, they were primary pupils. Miss Sadie Davis is a graduate of the State Normal school, from the Rincon school, who has a fine class of boys under most excellent training. Miss Anna Gibbons, special assistant, and Miss Annie M. Jourdan, are graduates of the State Normal school. Miss S. H. Clark, assistant, is a graduate of the Toronto Normal school. Miss Hahnlen and Miss Carter are graduates of the High school.

The Hyde Street Primary—Miss H. Cooke, principal, numbers 238 pupils and four teachers. Miss Cooke is an experienced teacher, from the Chicago public schools. Miss Anna Chalmers is a graduate of the High school, from the Rincon, and Miss Kate Bonnell is also a High school graduate. The whole school is in good training.

The Stevenson Street Primary—Numbers 428 pupils and eight teachers. Mrs. E. C. Burt, the principal, has long been connected with the public schools. Miss Jennie Smith, assistant, is a graduate of both the High school and the State Normal, who ranks as a most excellent teacher. Miss Julia R. Clayton and Miss F. A. E. Nichols, are graduates of the State Normal school, and Miss Helen A. Grant of the High school. This school is held in a rented house, very unsuitable for school purposes.

The Second and Mission Street Primary—Miss S. S. Knapp, principal, numbers 236 pupils and four teachers. Miss E. White, Assistant, is a graduate of the State Normal School. Miss Campbell and Miss Derby formerly taught in San Joaquin County, and they have maintained the reputation which they brought with them of being superior teachers.

The Lincoln Primary School—Miss Kate Sullivan, principal, numbers 724 pupils and 13 teachers, and is held in the new house erected on the corner of Fifth and Market streets, at a cost of $5,000. Miss Sullivan was formerly teacher of the Model School. Miss Sherman and Miss Clegg are graduates of the High School from the Rincon, and Misses Clara Neal, Maggie Jordan,

Nellie Littlefield, and Ellen Holmes, are graduates of the State Normal School; Miss Katie B. Childs is a High School graduate. This school is in excellent training.

The Montgomery Street Primary—Mrs. A. S. Duane, principal, numbers 398 pupils and 7 teachers. Of the Assistants in this school, Miss Annie Hucks, Miss Overeild, and Miss Helen Satterlee, are graduates of the High School, and Miss M. A. Krauth, of the State Normal School. We remember Miss Annie Hucks as a pupil of the Rincon Primary School, on the corner of First and Folsom streets, in 1853, just learning to read in the primer. She has a remarkably well drilled class. Miss Frances Holmes is a High School graduate.

The Cosmopolitan School—So called because French, German, and Spanish are taught in connection with English studies—numbers 521 pupils and 11 teachers. Of the Assistants, in English, Miss Carey, Miss York, and Miss Annie Holmes, are graduates of the State Normal School. Miss Carey graduated three years ago, and has since won a high reputation as a teacher. Most of the classes of this school seemed to be doing well; but the wretched accommodations on Post Street, corner of Kearny, are enough to demoralize any school. The thin board partitions oppose no resistance to sound, and when concert exercises are in full blast, the teachers ought in self-protection to fill their ears with cotton.

The Broadway Colored School—Rev. S. D. Simonds, principal, numbers 80 pupils—31 in the Grammar Department, and 49 in the Primary. Both departments in this school seemed to be in good condition, and they compare favorably with other schools.

The Training School—Numbers 228 pupils, all of Primary grades, taught by the pupils of the State Normal School, and is under the control of the City Board. The school is in fine working order, and may be considered the most practical part of the State Normal School.

The Eighth Street Primary—Miss A. E. Slavan, principal, numbers 302 pupils and 6 teachers. Notwithstanding the disadvantages of a poor house, located in a sand-bank, this school is orderly and well conducted. Of the Assistants, Miss S. E. Frissell and Miss Mary Williams are graduates of the State Normal School. A new building ought to be at once provided for this section of the city.

The schools which we did not have time to visit are as follows: The Spring Valley Primary, Miss Hancke, principal, numbering 230 pupils, and 4 teachers; Geary and Hyde St. Primary, 103 pupils, and 2 teachers; Natoma St. Primary, 108 pupils, 2 teachers; Third St. School, 231 pupils, 4 teachers; Polk and Austin St. School, 45 pupils; Folsom St. School, Mrs. H. H. Treat, teacher, 79 pupils; West End, 23 pupils; Potrero school, Mr. Francis J. Leonard, 60 pupils; the Pine St. School, 42 pupils; the Chinese school, Mr. Lanctot, 38 pupils; Colored school, Mr. J. B. Sanders, 21 pupils. Among the teachers in these schools are Mr. F. J. Leonard, graduate of the High

School,—the only young man from that school who has engaged in teaching; Miss A. S. Cameron and Miss P. A. Fink, graduates of the State Normal School, and Miss Humphreys and Miss Benjamin, of the High School. Out of 183 female teachers in the School Department, 36 are graduates of the State Normal School, and 33 of the High School—making a total from both, of 69, or nearly two-fifths of the whole number employed. These statistics show the great importance of these two schools in relation to the school system. In a few years more, they will determine the character of the Instruction in all the lower grades of the city schools. Let them both be fostered, and let another training school be opened as soon as practicable.

Summary.—The average number belonging to all the city schools is 10,330, with an average daily attendance of 9,852—showing a percentage of attendance of 95.3 Of this number. 273 attend the three High Schools; 2,583 the Grammar Schools; 6,696 the Primaries, and 299 the Ungraded schools. The amount paid for teachers' salaries last year was $185,000; for the buildings, $92,000; contingent expenses, $82,000; total, $361,000. The average monthly wages paid to male teachers was $145 per month; to female teachers, $70 per month. The assessment roll of the city amounts to 79 millions, and the rate of school tax is 35 cents on the hundred dollars. In our next number, we propose to conclude with some general remarks on the condition of the schools.

Personal.—A. T. Winn, Principal of the Los Angeles Grammar School last year, has taken charge of the Public School at Napa. Mr. Winn holds a State Diploma, is a graduate of Harvard College, and a competent and successful teacher.

Robert Taylor, from Kelsey district, El Dorado County, has taken charge of the public school at Alviso, Santa Clara County. Mr. Taylor holds a State Diploma, gained in the State Examination, one year ago, in which he stood at the head of the list of seventy-five teachers who were examined. He is a good teacher and a noble-hearted man, and we congratulate the Trustees of his school on their good fortune in securing a teacher who is an honor to the profession.

California.—We extract the following from the *American Educational Monthly:*

"The new school law establishes a State Board of Education, and defines clearly the duty of the Superintendent. It requires every teacher to attend the teachers' institutes, which must be held at least once a year. Trustees must not only allow teachers to attend, but may make no deduction of salary for consequent absence. Each county must give $100 towards defraying the expenses of the institute. None but white children may be admitted to public schools; but if the parents of ten Negro or Mongolian children sign a request, the trustees of the district must establish a separate school for their instruction. The law provides for the establishment of a State Normal School at San Francisco, and appropriates $8,000 per annum for its support. It makes provision for district libraries, for the support of a State educational journal, and for the establishment of State, county, and city boards of examination. The law is an excellent one, and California equals the Eastern States in educational enterprise."

California Educational Society.—In answer to a call of the Superintendent of Public Instruction, a meeting of the California Educational Society was held at the rooms of the Superintendent, August 21st, 1866, for the purpose of electing officers for the ensuing year. In the absence of the President, Prof. Minns, the meeting was called to order by Mr. Swett, and Bernhard Marks was elected President *pro tem.*, and Wm. K. Rowell, Secretary. After appropriate remarks from the State Superintendent as to the importance of continuing this organization and increasing its membership, the Association proceeded to elect officers: For President, Theodore Bradley of San Francisco; and for Vice Presidents, E. H. Holmes, San Francisco, and D. C. Stone, of Marysville, were elected. Messrs. Marks, Swezey, Swett, and Myrick were nominated for Corresponding Secretary, and after a spirited contest, John Swett, of San Francisco, was elected on the seventh ballot. Bernhard Marks, of San Francisco, was elected Recording Secretary, and James Denman, of the same place, Treasurer. For Executive Committee, Messrs. Geo. Tait, of Oakland, T. S. Myrick, E. Knowlton, T. C. Leonard, and H. P. Carleton, of San Francisco, were elected; and for Examining Committee, Messrs. S. I. C. Swezey, J. Stratton, and Wm. K. Rowell, of San Francisco. The election of the officers was made unanimous.

On motion of Mr. Swett, the Recording Secretary was instructed to procure a suitable blank book, and to pay for the same from funds in the treasury, in which to record the minutes of the Association from its commencement to the present time; and the Secretary was further instructed to secure any necessary aid in copying.

The Association next proceeded to consider the subject of Public School Libraries, and to discuss the merits of a list of books selected for the same and presented by the Superintendent.

Adjourned.

Wm. K. Rowell,
Secretary *pro tem.*

Robinson's Mathematics.—One of the pleasant things pertaining to the editorial profession is the evidence of appreciation not unfrequently received from large-hearted friends. The latest token of this sort received at this office is a set of Robinson's Mathematics from Messrs. Ivison, Phinney, Blakeman & Co., of New York. We are not expected, as we understand it, to formally notice the books in our pages; *that* would destroy the virtue of the gift, since our careful book notices require precious time before writing; but they are received as we suppose, that we may be certain of having a reliable standard by which to measure such mathematical works as may hereafter come to us in the beaten way of business. So we place them on our shelves, purposing to enjoy quiet hours with them when our vacation shall come.

The Emperor Napoleon III recently had a quiet evening with a few friends. In the course of conversation he remarked that it was very hard to define *savant*. "I don't think so," retorted M. Droun de Lhuys; "I propose this definition: A *savant* is a man who knows all that the world doesn't know, and who is ignorant of what all the world knows."

California Schools.—The Stockton *Independent* asserts that the Springfield (Mass.) *Republican*, in referring to the Biennial Report of John Swett, Superintendent of Public Instruction in California, for the school years of 1864 and 1865, stated a fact when it says:

"It certainly is a most creditable statement for the State, and honorable to our American system of civilization and education, that of the $19,657,000 expended by California for all purposes, from the organization of the State Government up to August last, nearly $9,000,000 was expended for educational purposes. The average expenditure for each child between four and eighteen years of age, in 1865, was twenty cents more than in Massachusetts. The average monthly pay of the teachers is $74 for males, and $62 for females; an increase in the latter case of $7.09 over 1864. The salaries of the female teachers are higher than in any other State in the Union, and almost four times as high, deducting board in each case, as in our own State. There is much less difference between the wages of male and female teachers than at the East, and all the leading educators in the State are taking strong ground in favor of a more general employment than at present of female teachers in the public schools, not on the ground of cheapness, as is generally the reason for such a movement here, but because that "to teach and train the young seems to be one of the chief missions of woman." The educational system of California is evidently in the hands of competent and energetic persons who fully understand the necessity and value of education, and who will do all that is possible to secure the education of the rising generation there. Aside from the public schools there is a State Normal school, and nearly twenty colleges and seminaries, with a valuation of $1,500,000, and an attendance of about 2,000. There is certainly good and abundant hope for the future of a State which has so early in her history devoted so much attention and money to the diffusion of intelligence.

The Teacher's Encyclopedia.—Hon. W. R. White, State Superintendent of Free Schools for West Virginia, under date of Wheeling, March 21st, writes:

"Teachers, as a class, cannot provide themselves with encyclopedias, or such other books of reference as would aid them in their labors; but in the latest edition of Webster's magnificent Quarto Dictionary they have a worthy substitute. Whenever I meet teachers in their associations or institutes, or in private, I earnestly present to them the great advantage they would derive from having this work near them. It will tend to make them accurate, while the definitions and illustrations will suggest many new ideas for elaboration among their pupils."

American Educational Monthly.—We have been so busy of late that we have omitted to notice this most valuable journal. It grows better as it grows older, and each number is full of interesting articles. There ought to be one thousand subscribers for it in this State. One dollar and a half in currency cannot be better invested. Address Schermerhorn, Bancroft & Co., New York city.

Women Voting.—Hon. John Stuart Mill, a recently elected member of the House of Commons, England, declares himself in favor of allowing women to vote. We would say to our English Cousins, why not be consistent and allow women *to vote*, since you allow a *woman to sit on the throne?*

Mr. Douglas, in his great debate with Mr. Lincoln, accused him of tending bar, alluding to his keeping a grocery store. "True," said Mr. Lincoln, "the judge and I have both tended bar—I on the inside, he on the outside."

THE ENGLISH LANGUAGE.—In looking over an old volume of the *Knickerbocker Magazine* the other day, we met some specimens of English for the benefit of clergymen, which reminded us of Goldsmith's hit at the schoolmasters of his time. Our readers will remember the lines:

> "While words of learned length and thundering sound
> Amazed the gazing rustics ranged around,
> And still they gazed, and still the wonder grew,
> That one small head could carry all he knew."

The *Knickerbocker* gives the following as a specimen of what may be done in English. It is a translation of that sweetest of ancient poems, the Twenty-third Psalm.

"Deity is my pastor; I shall not be indigent. He maketh me to recumb on the verdant lawns; He leadeth me beside the unrippled liquidities; He reinstalleth my spirits, and conducteth me in the avenues of rectitude for the celebrity of His appellations. Unquestionably, though I perambulate the glen of the umbrages of the sepulchral dormities, I will not be perturbed by appalling catastrophes; for Thou art present; Thy wand and Thy crook insinuate delectation.

Thou spreadest a refection before me in the midst of inimical scrutations; Thou perfumest my locks with oderiferous unguents; my chalice exuberates.

Indubitably benignity and commiseration shall continue all the diuturnity of my vitality, and I will eternalize my habitation within the metropolis of nature."

A subsequent number of the same journal, quoting from a religious contemporary, adds the following as a specimen of what may be called the "Highfalutin" style. For that simple petition "Give us this day our daily bread," we are to read, "Confer upon us during this mundane sphere's axillary revolution, our diurnal sustenance!"

From all which let our teachers take warning.

PRONUNCIATION.—We have received from the author, Mr. Caleb Bates Josselyn, a pamphlet of sixty-four pages, entitled "Elements of Pronunciation; containing many important Orthoepic Discoveries." Its purpose is to establish the principles underlying the language in respect to the sounds represented by alphabetic characters. We presume it will be sent to any address upon the receipt of thirty-five cents (currency) by Messrs. Walker, Fuller & Co., Boston. Those teachers who desire to investigate the subject will find these pages of essential service in their inquiries.

THE PENNSYLVANIA SCHOOL JOURNAL.—If the external dress of this journal is less inviting than that of some others, it is nevertheless quite as full of able articles, and of educational information. This journal always has a good word for California, for which we welcome it none the less. We constitute the picket guard of the corps of Eastern journals, and sometimes doubtless grow conceited enough to desire a recognition by our elder and superior officers. We ask the Keystone journal to keep coming.

WHITNEY'S GEOLOGY.—We have at this office copies of Professor Whitney's Geology of California, vol. 1, and also vol. 1 of Paleontology, for sale at the uniform price of $3.50. The entire proceeds of the sale of the volumes of the State Geological Survey go the State School Fund. We have not yet found time to notice vol. 1 of the Geology, though we have read it from beginning to end. It is invaluable to any teacher who pretends to even a smattering of science. Volume 1 of the Paleontology treats of a subject of which we know nothing, consequently we say nothing about it.

THE ILLINOIS TEACHER.—Richard Edwards edits this journal with rare ability. How he finds time to do it, and keep the largest State Normal School in the United States, is a mystery. His journal is a favorite at this office. No wonder Illinois is one of the banner States in educational matters, with three such men at the head as Bateman, Edwards, and Picket.

THE MASSACHUSETTS TEACHER.—This veteran journal has renewed its age, under its present able editorial management. We regret the limited pages of our little journal every time we take up a number, for we long to republish some of its excellent articles. All our Bay State boys ought to take it, in memory of the "Hub."

WANTED.—Our readers who do not file the TEACHER, are hereby informed that we are in need of the numbers for August and September, and shall consider it a favor to be furnished with them by our friends. Our edition was supposed to be ample, but we have now weekly calls for back numbers which we cannot supply.

FULL SETS.—We have on hand, in this office, four bound sets of Barnard's Journal of Education, 14 volumes, which are for sale at publisher's prices, with freight added. Who wants them? We have sold for Mr. Barnard six sets, and California stands pledged for ten.

THE Chinese do not approve of any change in school books, for in China every school boy begins his studies with the "First Three Books," which have been in the schools already three thousand years.

ACKNOWLEDGMENTS.—We have received among other books, notices of which are crowded out this month, "The Daily Public School in the United States," and Jewell's "School Government." Attention in the November number.

THE RHODE ISLAND SCHOOLMASTER—Continues as good as ever, and "keeps school" with a professional pride which we relish exceedingly. "Little Rhody" is hard to beat.

STATE APPORTIONMENT.—The new State Apportionment in February is estimated by the State Superintendent at $3.75 per census child.

NEW BOOKS.—The following new books have been received:

THE CROWN OF WILD OLIVE. Three Lectures on Work, Traffic, and War. By John Ruskin. New York: John Wiley & Son. San Francisco: A. Roman & Co. pp. 127.

The preface to this little volume contains thoughts in respect of incentives to labor for various classes of thinkers which have seemed to us of peculiar value. The lectures themselves are full of choice thoughts, put forth in simple way, but with the peculiarities for which the writer is famous. Delivered to plain people, he speaks in plain phrase, but the thoughts are there still. How few books would endure well a test like this! Ruskin's *do.*

RESOURCES AND PROSPECTS OF AMERICA. Ascertained during a visit to the States in the Autumn of 1865. By Sir S. Morton Peto, Bart., M. P. New York: Alexander Strahan. San Francisco: A. Roman & Co. pp. 404.

We have read this book, notwithstanding the "bristling" statistics, with great interest and profit. It is not often that Americans have had the opportunity of seeing their resources and prospects impartially judged by a foreign eye, and when this book, written for the information of England by one of England's most reliable men, comes to us, it is worth while to examine with care what is laid down for the world to know about us. We know of no volume containing so much practical information in so small space concerning the present condition of America.

MEMORIAL ADDRESS ON THE LIFE AND CHARACTER OF ABRAHAM LINCOLN: Delivered at the request of both Houses of the Congress of America, before them, in the House of Representatives at Washington, on the 12th of February, 1866. By George Bancroft. Washington: Government Printing Office. San Francisco: A. Roman & Co.. pp. 69.

Our readers, who strained their eyes over this now world famous oration when it was published in closest type of the daily papers, will be glad to obtain the government copy, and to read at their leisure the glowing words of the historian upon the life and times of the martyr President. For ourselves, we may say that only a partial idea of the scope of remark was obtained in our former reading of the address, and we therefore recommend the lovers of good English to procure this copy. We may add that a fine engraving of Lincoln is prefixed to this edition.

SHAKSPEARE'S DELINEATIONS OF INSANITY, IMBECILITY AND SUICIDE. By A. O. Kellogg, M.D., Assistant Physician State Lunatic Asylum, Utica, N. Y. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 204.

This is a collection of essays first published in the *American Journal of Insanity.* The persons considered are, Lear, Macbeth, Hamlet, Ophelia, Jaques, Cordelia, Bottom, Dogberry, Elbow, Shallow, Malvolio, Bardolph, Nym, Pistol, Launce, Caliban, and Othello. The book is well printed, and the subjects are ably treated by the author, whose professional experience has caused him to look with special interest on the peculiarities manifested in Shakspeare's characters.

LIFE OF BENJAMIN SILLIMAN, M.D., LL.D., late Professor of Chemistry, Mineralogy, and Geology, in Yale College. Chiefly from his manuscript reminiscences, diaries, and correspondence. By George P. Fisher, Professor in Yale College. In two volumes. New York: Charles Scribner & Co.; San Francisco: H. H. Bancroft & Co. pp. 407, 408.

Professor Fisher has done the world a favor in this work of his, editing the documents left by the world renowned Professor when he "went over to the majority." The reader may obtain what we must consider an accurate view of the father of American science from reading these papers of his. We are permitted to watch him in all that long career, through the eighty-five years he lived in this lower land. A very quiet, simple life for the most part; and yet varied enough: two journeys in Europe; sundry excellently received courses of scientific lectures in American cities; much care of the *American Journal of Science*, and correspondence with scientific men; some little interest in political life; great faith in the harmony of science with the Puritan theology. We are glad that Professor Fisher has given us the information so fully and well. Yet as in the life of Horace Mann, recently noticed, we think something else is needed besides these goodly volumes: a book which shall be fitted for the district libraries, containing what the Professor did, and give us an idea of the manhood in the man, without the theology of the man. We must add, to fully speak our mind, our wish that Prof. Fisher had cut short some of the letters and a considerable part of the diary, and that he had given more from his own pen. We are glad, however, to find in the correspondence so many of the distinguished scientific men of the world represented. The two volumes close with a full index, adding materially to the permanent value of the work.

THE WORKS of EPICTETUS; consisting of his discourses, the Euchiridion, and fragments. A translation from the Greek, based on that of Elizabeth Carter. By Thomas Wentworth Higginson. Boston: Little, Brown & Co. San Francisco: A. Roman & Co. pp. 437.

Epictetus lived at Rome in the first century of the Christian era. He was a slave, but became free after a time and taught philosophy at Rome. His discourses were written by a disciple of his named Arrian, and so many of them as remain are contained in this handsome volume. We have been greatly interested in its perusal, and heartily commend it to our readers, as opening a wide field of thought and illustration.

THE CONVERSION OF THE NORTHERN NATIONS. (The Boyle Lectures for the year 1865.) By Charles Merivale. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 231.

A very serious book, destined, we suspect, to find circulation among the few rather than among the many. It is composed in fact of sermons, giving much information of the condition among the philosophers and the theologians of the early centuries, by which the power of Christianity was transferred from Asia, Northern Africa, and Rome, to the nations of Northern Europe. The English is very fine, though sometimes rather heavy than otherwise.

THE BIBLE READER; being a new selection of reading lessons from the Holy Scriptures, for the use of schools and families. By William B. Fowle. New York: A. S. Barnes & Co. pp. 283.

If any selection from the Bible is necessary "for the use of schools and families," we do not hesitate to commend Mr. Fowle's. To our mind, the original volume is preferable on all accounts.

BREVITY AND BRILLIANCY IN CHESS. A collection of games at this "royal pastime," ingeniously contested, and ending with Scientific Problems. Culled from the whole range of Chess Literature. By Myron J. Hazletine. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 249.

We suppose chess players will be interested in this volume. We are not.

SIX MONTHS AT THE WHITE HOUSE WITH ABRAHAM LINCOLN. The Story of a Picture. By F. B. Carpenter. New York: Hurd & Houghton. San Francisco: A. Roman & Co. pp. 359.

We anticipate for this unique volume a host of readers. The author has made a picture with his pen which will surpass for the nation the picture with his pencil. Not that there is greater power in the manner;—rather that nowhere else can the peculiarities of the late President's character be found so fully and fairly set forth. We have given us the private living, the doubts, occupations, joys, of Mr. Lincoln; given as no other person could give them, since kindred opportunity for others was never furnished. A large portion of the matter is republished from a leading New York journal, and is likely to be found far more useful than republished newspaper articles generally are. We commend the volume to all who may desire to obtain a knowledge of the real character of Abraham Lincoln.

HISTORY OF THE ATLANTIC TELEGRAPH. By Henry M. Field. New York: Charles Scribner. San Francisco: A. Roman & Co. pp. 364.

Whether the new cable shall prove permanent or otherwise, this admirable history of the enterprise deserves to live. It contains, in well chosen words, a complete account of all the events connected with this last triumph of human energy aided by science, over the powers of nature. The author had every facility for learning the facts, and he has used them well. The work exceeds the newest novel in interest, as well as value.

POEMS. By Christian G. Rossetti. Boston: Roberts Brothers: San Francisco: H. H. Bancroft & Co. pp. 256.

We have here a new candidate for the poetic wreath, and the lady bids fair to attain complete success. Nothing of the kind that we have seen since the same publishers introduced Jean Ingelow to the American public, has impressed us as favorably as this. The poems are generally of a sober cast, many of them, indeed, religious, and all are well worth reading.

THE

CALIFORNIA TEACHER.

NOVEMBER, 1866.

Vol. IV.] SAN FRANCISCO. [No. 5

[For the California Teacher.]

SCHOOL FORMS.

BY PROF. KNOWLTON.

FELLOW TEACHERS:

Permit me herewith respectfully to present a series of practical forms intended to simplify and facilitate the management of several desirable and important details of school work by methods convenient and economical for the teacher, agreeable and encouraging to the pupil, as well as intelligible and satisfactory to the parent and guardian. All have been tried, proved, and approved, and while none claim faultlessness, each confidently expects to amply repay the just examination or fully reward the fair experiment of the unbiased teacher with some hints or helps which he would count it a misfortune to have missed. For the furtherance of order, simplicity and exactness, and, above all, for the promotion of a better understanding and a more perfect co-operation between the school and the home, they have been thoughtfully prepared and are hopefully submitted.

They are these: *First.* Daily and hourly programmes, orders of exercises, schedules or time tables for each of the four classes in a regularly graded grammar school, pursuing studies and observing hours similar or equivalent to those now prescribed by the San Francisco Board of Education. To the experienced teacher or the

careful student, they explain themselves. To others, four particulars may admit explanation or suggestion.

1st. The heavier the study the earlier its hour.

2d. The older the pupil the longer each recitation.

3d. The necessity of accommodating outside special teachers, in different classes successively, sometimes interferes with the very best arrangement otherwise practicable.

4th. The abbreviations: Comp. for Composition; Dr. for Drawing; Ex. for Exercise; Gen. for General; Ins. for Instruction; Or. for Oral; Rv. for Review, and S. T. for Special Teacher, probably indicate their signification with sufficient clearness.

Additions, omissions, substitutions, or other modifications necessary to adaptation will readily suggest themselves to the thoughtful teacher. Every teacher should prepare and post one of these, or its equivalent, in his class room. It gratifies the pupil, inculcates method, and obviates excuse for non-preparation of lessons.

Second. A monthly Report Card for one School Year

This furnishes one horizontal line for each of the ten school months of four weeks each, in the usual school year of regular work, exclusive of time necessarily consumed by organization, review, and examination. A single glance along this line and a simple comparison of the "Standard" and the "Received" under each head immediately exhibit to the parent or guardian the pupil's past month's performance in each of the three standard departments, Attendance, Deportment, and Scholarship.

The column headed "Extras" is intended, not for the record of extra or outside studies, but to show the number of extra credits gained by unusual excellence in regular scholarship, or given in recognition or encouragement of remarkably exemplary and commendable deportment. The preferences or circumstances of a teacher will, of course, determine the use or disuse of this department. The report concludes with a "Summary" whose "Standard," formed by the united "Standards" of Deportment and Scholarship—and "Received," which is, likewise, the sum of the "Received" in Deportment and the "Received" in Scholarship, stand in the direct order of divisor and dividend, whose immediate quotient, written in the next column, becomes the final per cent.

The habitual examination and regular signature of these monthly

reports tends strongly toward binding parent and teacher in mutual understanding and community of interest, while it continually subjects the pupil to a healthy consciousness of oversight and constraint limited only by the parent's or guardian's faithfulness of inspection, exactness of inquiry, and heartiness of co-operation. The critical preparation of them may make irksome assessments upon the teacher's time and pains, but they surely yield rich dividends of parental appreciation and home reinforcement.

The back of the report, on the opposite page, presents the Duties of Pupils as defined by the Rules of the San Francisco Board of Education—a Calendar of Terms and Vacations—the Time of Daily Session, and a statement of the Standard requisite to secure promotion into the First Division of any Grammar Class, or to entitle the pupil to enter the Annual Examination for admission to the High Schools.

Third. A Recitation and Register Card combined.

This is alike on both sides. It is made of red, or buff, or any desirably-colored card-board having sufficient tooth or roughness of surface, to take pencil marks easily and retain them legibly. It is better not to use white cards; they soil too easily when used any considerable time. Every horizontal line of spaces holds the daily record and final summary of one week. Every perpendicular line of spaces, except the first and the last, contains the record of the same day for twelve consecutive weeks or three school months. Having added horizontally, the comparison of the twelve weekly sums shows the *number* of the *weeks* and the *portion* of the *term*, in which pupils average highest. Having added perpendicularly, the comparison of the five daily sums may indicate the *number* of *days* and the *part* of the *week* in which pupils naturally do best. Careful observation and consideration of such results may aid the philosophic teacher in calculating the wisest ways for the safest and easiest accomplishment of the greatest possible amount of work in any week or term.

Of the two lines across the bottom, the upper contains, in the first space, the Number Due—which means the number of recitations the class, and, of course every pupil in it, should have had during the month. The sum of the numbers in the eight following squares should equal the Number Due. The numbers and words

designating the different qualities of recitation, 5, Perfect; 4, Excellent; 3, Good; 2, Poor; 1, Bad; 0, Failure; Excused, Absent, may be changed at will. The use of 5 as the standard or highest mark has this recommendation. In any daily recitation receiving the highest mark five days in the week, four weeks in the month, and ten months in the year, the successful pupils receive twenty-five a week, one hundred a month, and one thousand a year, numbers most convenient for calculating percentages. While not so small as to be meagre, it will generally prove high enough to afford scope for necessary discrimination.

Every teacher knows that the use of the ordinary two-page folio register involves, at least, three evils:

1st. It confines the teacher to the desk or table.

2d. It increases the danger of marking in the wrong space, or against the wrong name, especially when the record has extended into the ninth or tenth week, away across on the farther side of the opposite page.

3d. It renders it difficult to call upon pupils in irregular order, without danger of omitting some and repeating others.

The use of the cards easily and effectually obviates these objections. Taking them in the hand, the teacher may walk about the room, recording on the instant of recitation, while by shuffling them at will, he may, at each round of the recitation, change the order of calling, without danger of omitting or repeating a single name. If preferred, the cards can be used like a book-keeper's day-book, waste-book, or blotter, and the hastily written figures, or their summaries, transferred daily, weekly, or monthly, into the more formal and permanent register, either by the teacher's own hand, or by that of some willing and faithful pupil.

Their chief advantages are in facilitating the teacher's freedom of movement, and in ensuring the convenience and accuracy of his immediate record while conducting recitation.

Nearly ten years' constant use has steadily increased the writer's satisfaction with their continual convenience and economy.

Fourth. The Weekly Merit Card.

The use of these generally requires a much larger number than of any of the previous forms, hence they may be printed on thinner and less expensive card-board, or heavy paper. The reader will

observe that, of the three items, Attendance, Behavior, and Scholarship, only the first is called "Perfect." In attendance a scholar can be—many are—absolutely perfect, not absent nor tardy, nor excused, nor dismissed. Reckoned by any absolute, or, indeed, by any very exalted relative standard, no human conduct or performance can justly be recorded "perfect." Hence the words "good" and "faithful," characterizing behavior and scholarship, have been chosen for the double purpose of accommodating the various judgments of different teachers, and adaptability to the still more varying capacities and circumstances of individual pupils.

A modification of these cards, very acceptable to the pupils themselves, consists in having them of the three colors, red, white, and blue. Scholars gaining ninety per cent., or more, receive a white card, those between eighty and ninety a red one, and those between seventy and eighty a blue one. In our school, we have adopted the plan of allowing the girls to wear upon the left breast, or shoulder or arm, a badge, in the form of a beau or knot of white or red or blue ribbon, respectively indicating their attainments according to the percentages given above. The highest, or "Number One," scholar of each class wears a red, white, and blue rosette. Thus, the orders Scholars of the White, Scholars of the Red, and Scholars of the Blue, pleasantly indicate school rank or nobility, of which the single rosette scholar, in each class, stands at the head.

Another consideration, more especially valuable to the pupil, is, that the winner of the white card or badge for every one of the five school months immediately preceding the annual examinations for promotion, may confidently count it an encouraging guarantee of approaching success. Thus it may not only exhibit excellent performance already past, and consequent high standing worthily enjoyed in the present, but may also strengthen and cheer the regular receiver with the assurance or certainty of coming promotion.

That these forms can be easily adapted to every school or class, the writer does not claim. That they *will* be adopted, even in many places where they *can*, he does not expect. Many minds have a constitution so peculiar that they can approve or receive few things not bearing the stamp of their own personal origination, either wholly or in great part. Their refusal may disguise itself to them

[For continuation, see page 126.]

FIRST GRADE—DAILY PROGRAMME.

HOUR.	MON.	TUES.	WED.	THURS.	FRID.
8:45	Study.				
8:55	Form—March—Sit.				
9:00	Sing—Read Bible—Chant Lord's Prayer—Roll Call.				
9:15	Questions, Communication, and Study.				
9:30	Arith.	Arith.	Arith.	Arith.	Arith. Rv.
10:30	RECESS.				
10:45	Geog.	Geog.	Geog.	Geog. Rv.	Map Dr.
11:15	Write.	Write.	Write.	Bk-kping.	Bk-kping.
11:40	Gram.	Gram.	Anal.	Gram.	Comp.
12:15	INTERMISSION.				
1:00	Hist.	Hist.	Hist.	Hist. Rv.	Nat. Phil.
1:30	Read.	Spell.	Read.	Spell.	Read.
2:00	CALISTHENICS.				
2:10	Sing (st)	Draw. (st)	Phys.	Sing (All.)	Gen. Exs.
2:40	Reports—Remarks—Song.				
2:45	Dismissal.				

SECOND GRADE—DAILY PROGRAMME.

HOUR.	MON.	TUES.	WED.	THURS.	FRID.
8:45	Study.				
8:55	Form—March—Sit.				
9:00	Sing—Read Bible—Chant Lord's Prayer—Roll Call.				
9:15	Questions, Communication, and Study.				
9:30	Arith.	Arith.	Arith.	Arith.	Arith. Rv.
10:30	RECESS.				
10:45	Geog.	Geog.	Geog.	Geog. Rv.	Map Dr.
11:15	Read.	Spell.	Write.	Spell.	Read.
11:45	Gram.	Gram.	Anal.	Gram.	Comp.
12:15	INTERMISSION.				
1:00	Hist.	Hist.	Hist.	Hist. Rv.	Or. Ins.
1:30	Sing (st)	Draw. (st)	Write (st)	Write.	Gen. Exs.
2:00	CALISTHENICS.				
2:10	Write.	Write.	Or. Ins.	Sing (All.)	Gen. Exs.
2:40	Report—Remarks—Song.				
2:45	Dismissal.				

GRAMMAR SCHOOL.

THIRD CLASS—DAILY PROGRAMME.

HOUR.	MON.	TUES.	WED.	THURS.	FRID.
8:45	Study.				
8:55	Form—March—Sit.				
9:00	Sing—Read Bible—Chant Lord's Prayer—Roll Call.				
9:15	Questions, Communication, and Study.				
9:30	Arith.	Arith.	Arith.	Arith.	Arith. Rv.
10.30	RECESS.				
11:45	Geog.	Geog.	Geog.	Geog. Rv.	Map. Dr.
11:15	Gram.	Gram.	Gram.	Gram.	Gram. Rv.
12:45	Spell.	Spell.	Spell.	Spell.	Spell.
12:15	INTERMISSION.				
1:00	Sing (st)	Draw. (st)	Write (st)	Write.	Comp.
1:30	Write.	Write.	Or. Ins.	Read.	Comp.
2:00	CALISTHENICS.				
2:10	Read.	Read.	Read.	Sing (All.)	Gen. Exs.
2:40	Report—Remarks—Song.				
2:45	Dismissal.				

FOURTH CLASS—DAILY PROGRAMME.

HOUR.	MON.	TUES.	WED.	THURS.	FRID.
8:45	Study.				
8:55	Form—March—Sit.				
9:00	Sing—Read Bible—Chant Lord's Prayer—Roll Call.				
9:15	Questions, Communication, and Study.				
9:30	Arith.	Arith.	Arith.	Arith.	Arith. Rv.
10:30	RECESS.				
10:45	Geog.	Geog.	Geog.	Geog. Rv.	Map Dr.
11:15	Gram.	Gram.	Gram.	Gram.	Gram. Rv.
11:45	Sing (st)	Draw. (st)	Write (st)	Write.	Comp.
12:15	INTERMISSION.				
1:00	Read.	Read.	Read.	Read.	Sel'ct Rdg
1:30	Spell.	Spell.	Spell.	Spell.	Spl. Mtch
2:00	CALISTHENICS.				
2:10	Write.	Write.	Obj. Les.	Or. Ins.	Gen. Exs.
2:40	Reports—Remarks—Song.				
2:45	Dismissal.				

Rincon Grammar School—for Girls only—Foot of Vassar Place and Head of Perry Street.

Report of ..... (..... Grade), for four weeks ending

Date.		Attend'nce.		Deportm't.		Scholarship		Extras.		Summary.					Signature.
Month.	Year.	Absent.	Tardy.	Stand.	Rec'd.	Stand.	Rec'd.	Stand.	Rec'd.	Stand.	Rec'd.	Per ct.	No. in Cl's	Rank.	Parent's or Guardian's Name.
	1866														
	"														
	"														
	"														
	"														
	1867														
	"														
	"														
	"														
	"														
Grand Total,															Please sign and return day after receipt.

Deportment "Standard" and Scholarship "Standard," make Summary "Standard."

..... Teacher. EBENEZER KNOWLTON, Principal.

☞ Parents, Guardians and Friends are cordially invited to visit the School. ☜

Rules of the Board.

DUTIES OF PUPILS.

1.—To be present on the School premises before the hour for commencing School; and, to be in the school room at 9 o'clock, A. M., punctually.

2.—To observe the special rules of the Principal, for securing good order in the stairways, halls, and school yards.

3.—To present their Monthly Reports to their Parents or Guardians for signature; and then return the same to the Teacher.

4.—To bring written notes from their Parents or Guardians, in all cases of absence or tardiness, or of dismissal before the close of School, stating the cause thereof.

5.—To attend every regular examination of the School; or to be suspended for the disobedience of the rule.

6.—To sustain a thorough and satisfactory examination by the Principal, before they can be promoted from one grade to another, or from one division or class to another.

7.—To be sent by the Principal to the division or class next below, whenever their scholarship falls below the rank of their grade.

8.—To obtain a certificate from the Principal of the School which they leave, specifying their good standing, grade, and class, before they can be admitted to any other school.

9.—To be furnished by their Parents with all the school-books required for their grade; or be excluded from their class, except their Parents are in indigent circumstances, and then, application shall be made to the Superintendent for them.

10.—To be liable to suspension, expulsion, or other punishment, for injuring or destroying School property; or, for writing, speaking, or enunciating any profane, obscene or immoral language on or about the School premises.

11.—To be clean in their person and clothing; to be vaccinated as a safety against the small pox; and, to be free from any contagious disease.

12.—To obtain permission of the Superintendent, when their Parents desire them to attend any Music, Writing, or Drawing Lessons, or any other branches of Instruction, outside of the regular course of study, during the School hours.

13.—Not to be absent eight half days in four consecutive Weeks, except for sickness, under a penalty of forfeiture of their seats, and suspension from School.

14.—To study at home not less than one hour and a half, either morning or evening.

TERMS:

The first term of the Public Schools shall commence on the first Monday in July; the second term on the first Monday succeeding the Christmas vacation. Each term shall be of twenty-three week's duration. The vacations of the schools shall be as follows: The twelfth week in each term; two weeks at the close of the first term, and the remainder of the School Year succeeding the second term.

DAILY SESSIONS.

Begin at 9 A. M. and close | Grammar Department, at 2½ P. M.

REMARKS.

Pupils who desire advancement, from the second to the first division of a class, should obtain at least 90 per ct., or nine-tenths of the perfect standard of credit marks in studies and deportment.

Pupils who seek promotion, from one grade to another, at the beginning of a term, should have had during the preceding term, at least 90 per ct., or nine-tenths of the perfect standard of credit marks in studies and deportment.

Pupils who propose to enter the High School, at the close of their Grammar School course, must maintain their standing in the first division of the first class, to obtain a certificate of qualification from the Principal.

Rincon School,

For Girls Only,

Foot of Vassar Place and Head of Perry Street.

Friday, ... *186*

Miss .....

DESERVES AND RECEIVES THIS

MERIT CARD,

FOR

PERFECT ATTENDANCE,
GOOD BEHAVIOR, AND
FAITHFUL SCHOLARSHIP,

During the past Week.

..... *Class.*

..... *Teacher.*

We cordially invite Fathers and Mothers, Guardians and Friends, to visit our School.

EBENEZER KNOWLTON, *Principal.*

	M.	T.	W.	T.	F.	[illegible]
1						
2						
3						
4						
5						
6						
7						
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9						
10						
11						
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D.						

No. Due	Per. 5	Exl. 4	G'd 3	P'r 2	B'd 1	Fl'r 0	Ex.	Ab.

under the form of conscientious caution; others see it more clearly as an indication of apathetic conservatism, or a manifestation of unconscious conceit. Many more submit a practical performance to a partial theoretic test, and hastily condemn the well considered suggestions of experience many fold greater than their own.

For none of these has the present paper been prepared, but for those unprejudiced, liberal, progressive spirits, who, never counting themselves to have fully attained, are always willing to consider, and ready to acquire.

Any well matured suggestions of improvement in any of the foregoing, the writer will thankfully receive, honestly acknowledge, and promptly incorporate, as soon as they have satisfactorily stood the sufficient test of actual and protracted school room service.

If every teacher to whom this article shall come will read and consider it with half the care and frequency with which their friend and fellow laborer has written and rewritten, it can hardly fail to suggest, either by contrast or resemblance, some acceptable aids to practical improvement and professional progress. That thought has prompted and governed its preparation, and that hope now sends it forth, with heartiest fraternal regards.

[For the California Teacher.]

HINTS TO TEACHERS OF CLARKE'S GEOGRAPHY.

A few hints in respect to the best mode of studying Clarke's new School Geography, especially the part relating to California, may not be unwelcome.

Probably the best course, on the whole, to be pursued in most of the public schools of the State, will be the following: Study each group of counties as a whole, and do not attempt to master any county in detail, unless it be your own. For a lesson, assign all the general paragraphs which appear at the beginning of a group of counties. In recitation, require the scholar to make a black-board sketch of the group, and then recite the paragraphs, or their substance, using his pointer as often as possible upon his sketch. In assigning the lesson to be recited according to this plan, it will be well for the teacher to read and explain beforehand all the matter relating to the group. This will make the pupil's recitation of the paragraphs more intelligent. It will also enable him, if bright, to weave into his recitation of the paragraphs illustrative facts and references, gleaned from the minute detail. In reading over with, and explaining to his class, the detailed matter, the teacher should take especial pains to draw attention to the corrections indicated between *cause and effect*, or much of the educating power of the book must be lost.

In some academies, where classes are smaller, the counties are taken up singly, and sketches of them, instead of their groups, required. In such cases the entire matter relating to each county is expected from the pupil in recitation. C. R. C.

A FRIEND once visiting an unworldly philosopher, whose mind was his kingdom, expressed surprise at the smallness of his apartment. "Why, you have not room to swing a cat!" "My friend," was the serene unappreciative reply, "I do not want to swing a cat."

THE man who imagined himself wise because he detected some typographical errors in a newspaper, has gone east to get a perpendicular view of the rainbow.

Department of Public Ins

SUMMARY OF SCHOOL STATIST

Of the State c. California f
ginning September 1st, 1
Number of white ch
of age....
Number of negro children between five and fifteen years
of age....
Number of Indian children between five and fifteen y
of age who live under the guardianshi
persons....

Total number of census children bet
years of age....

Number of children und
White....
Negro....
Indian..

Number of chil
who have
ing the sc
White..
Negro....
Indian....

Number of children between five and fifteen ye
age who have attended private schools at any
during the school year:
White....
Negro....
Indian....

ending June 30th
between five and fifteen yea

e it more clearl
or a manifestation
a practical perfor
ondemn the well con
greater than their own.
nt paper
prepared
gressive s
o, never
ned, are a
to cons
five and fifte
any of
blic schools at a
knowlec
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vice.
ll rea
eir f

ren between five and fifteen years of
e not attended school at any time dur-
ool year:

.....	20,446
.....	247
.....	1,078
golian children under fifteen years of	361
golian children between five and fifteen	12
.....	69
.....	49

TICS FROM REPORTS OF TEACHERS AND TRUSTEES.

he gi[illegible]oys enrolled on Registers.....	29,661
s more inte[illegible] enrolled on Registers.....	25,512
nto his recitation o[illegible]	
s, gleaned from the n[illegible]	55,173
laining to his class, the det[illegible]	48,091
cial pains to draw attention	33,989
[illegible] effect, or much of t[illegible]ber belonging	85
[illegible]r of schools...	986
[illegible]ber of months sch[illegible]sses are [illegible]tained....	6.1
[illegible]y, board included, pa[illegible]m, in[illegible]s:	
..... ter relating....	$73
[illegible]le.....	57
[illegible]rage for both.....	65
[illegible]ree Public Schools maintaine[illegible] w[illegible]e	453
stricts which have voted a school tax.....	104
school visits made by County Superintend-	2,133
f visits made by School Trustees.....	5,791
of school visits made by other persons.....	12,122

FINANCIAL STATISTICS.

paid for teachers' salaries.....	$551,462 02

To cash paid for sites, buildings, repairs, and school furniture	185,056 42
To cash paid for school libraries	2,074 81
To cash paid for school apparatus	4,059 51
To cash paid for rent, fuel, and contingent expenses	111,851 37
To cash drawn from the unapportioned County Fund for County Institutes	750 35
To cash drawn for payment of County Boards of Examination	1,164 45
To cash drawn for postage, binding books, and works on school architecture	2,067 33
Total expenditures	$859,229 19
By balance on hand at beginning of school year, September 1, 1865	$83,712 25
By cash received from State apportionment	132,410 71
By cash received from County taxes	199,820 39
By cash received from city taxes	270,847 32
By cash received from district taxes	73,175 85
By cash received from miscellaneous sources	79,283 55
Amount received from rate bills and subscription, as reported by School Trustees	79,601 30
Total receipts	$918,851 59
Total expenditures brought forward	859,229 19
Balance on hand at close of school year, June 30th, 1866	$59,622 40
Valuation of lots school houses, and furniture	$1,181,814 43
Valuation of school libraries	7,987 28
Valuation of school apparatus	16,778 89
Total valuation of school property	$1,206,597 60

Number of first grade schools, 168; second, 405; third, 386; total, 959. Total number of school districts, 891. Number of new districts organized, 82. Number of Trustees appointed by County Superintendents, 658. Number of school houses built of brick, 37;

wood, 681; adobe, 18. Number of new school houses erected, 85. Number of male teachers, 597; female, 671; total, 1268. Average monthly wages paid to male teachers, $73; female teachers, $57. Number of teachers who are graduates of the California State Normal School, 54. Number of teachers who are graduates of other State Normal Schools, 51. Number of teachers who hold State diplomas, 43. Number of teachers who hold State certificates—first grade, 54; second grade, 33; third grade, 13. Number of schools maintained more than three and less than six months, 358; more than six and less than nine, 205. Number of schools maintained nine months and over, 197. Average number of months of all schools in the State, 6.5. Number of districts not entitled to State or county apportionment, 15. Number of schools for colored children, 12; number of pupils attending, 297. Number of teachers who attended County Institutes, 497. Number of teachers who subscribe for some educational journal, 623. Number of volumes in county teachers' libraries, 1,500. Estimated value of such libraries, $2,554.

THE TRAINING SCHOOL.

The pupil teachers from the State Normal school, at the end of each week's teaching in the Training School, are required to make the following report:

PUPIL TEACHERS' METHODS.

Teachers will express in a condensed form, in the following blanks, their methods of teaching the following subjects:

1. Teaching the alphabet; 2. Teaching spelling; 3. Teaching definitions; 4. Teaching reading; 5. Teaching printing, drawing, and penmanship; 6. Teaching numbers; 7. Teaching vocal exercises and elementary sounds; 8. Teaching manners and morals; 9. Calisthenics; 10. Maintaining order; 11. Teaching object lessons; 12. Opening and closing school.

PUPIL TEACH.

On the second page of the Report is the following:

PUPIL TEACHER'S REPORT OF CLASSES.

The following are the topics which have been taught during the ——— days the ——— class has been under my instruction:

Reading, spelling, numbers, printing and drawing, vocal culture, manners and morals, object lessons.

SUPERINTENDENT'S ESTIMATE.

M———— taught in Training Department ——— days.

Punctuality	Ability to interest Pupils...
Neatness	Teaching Manners and Morals.....
Thoroughness	
Energy	Calisthenics.....
Government	———
Self Possession and Manner	Total Credits.....

Perfect standard—10 credits in each branch—100.

TEACHER OF TRAINING SCHOOL.

On the third page are the following:

SPECIAL INSTRUCTIONS.

1. *Punctuality.*—You will be present in the schoolroom at fifteen minutes before the time of opening school....Your report must be filled out and presented to the Principal of the Training School on the Monday following the close of your week's teaching.

2. *Instruction.*—To become skillful in the art of teaching is the object that you should have in view in this department; hence, you should labor to excel in awakening an interest in your class, which shall secure excellence in scholarship and animation in recitations. ....You must thoroughly master the course of study and the printed or written instructions with which you are furnished.... You should keep a note-book and enter everything important relating to the management of your class, the method of keeping records, and the verbal instructions of the superintending teachers.

3. *Manners.*—Be respectful to your superintending teachers, and kind and courteous to your pupils....Do not talk too much. Avoid a high pitch of voice....Be cheerful and animated, but never frivolous towards pupils or teachers.

4. *Moral Influence.*—Seek to gain a power for good and noble purposes over the minds of your pupils....Teach them a love of truth and a reverence for the Deity.

5. *Order.*—Secure and maintain order and attention, for without these your teaching will be a failure....Never scold or threaten. Reprimand with firmness, and report all insubordinate pupils to the superintending teachers....Allow no whispering, playing, eating, or chewing gum in school hours. Allow no playthings in the hands of pupils.

6. *Recitations.*—You should make special preparation for each recitation....Insist on the undivided attention of every pupil. ....Avoid prompting or assisting the pupils in their answers. ....Avoid leading questions....Insist on promptness and accuracy....You will have more power over your class in a standing posture....Be cheerful—be animated—be in earnest.

7. *Thoroughness.*—Not how much, but how well.

Miscellaneous.—Keep your desk neat....Be correct in pronunciation and in the use of language....Allow no paper to be thrown on the floor....A low, sweet voice is music in the school-room.

REPORT OF NORMAL SCHOOL—For the three weeks ending September 28th:

Whole number enrolled	93
Whole number of Females enrolled	83
Whole number of Males enrolled	10
Average number belonging	89
Average daily attendance	83
Percentage of attendance	93
Number admitted during month	8
Number left during month	0
Number in Senior Class	27
Number in Junior Class	30
Number in Sub-Junior Class	36
Number of Counties represented	17

REPORT OF TRAINING SCHOOL:

Whole number enrolled	252
Whole number of Girls enrolled	144
Whole number of Boys enrolled	108
Average number belonging	230
Average daily attendance	215
Percentage of attendance	93

Resident Editors' Department.

A Visit to a School Room.—In the Philadelphia Sunday School *Times*, we find an article with this title, from the pen, we presume, of Professor Hart, of the New Jersey State Normal School, which we take pleasure in presenting to our readers:

"A few months ago, we called at a school house to visit the school. The house was well constructed, and the seats and desks very comfortable. There were about fifty scholars, between the ages of six and twelve years. The first exercise was a repetition, in concert, of the Lord's Prayer. Then the teacher called the roll, calling the full name of each scholar. The alphabet class was called. Four boys formed the class. The teacher held a chart in her hand, and pointed out the letters, at each letter asking, 'What is it?' As the boys could not tell, she, in each case, told, and passed to the next letter. At the close, she asked the class the name of the town, county and State in which they lived, and the Governor's name. The class replied correctly, and were sent to their seats. On them *they sat quietly, yet longingly, waiting for recess.*

'Class in Primer.' Several boys and girls came. They opened their books and read: 'I–s Is, I–t It, A–n An, O–x Ox?' receiving occasional assistance from the teacher. 'Close your books. Who discovered America?'

Class.—'Christopher Columbus.'

Teacher.—'When did he discover America?'

Class.—'In 1492.'

Teacher.—'What is the largest river in the world?'

Class.—'The Amazon.'

Teacher.—'That will do. Class in First Reader.'

The class was composed of six girls and three boys, and the lesson was a page of words in four letters. The pupils read each a word in turn, as follows: 'A–i–m–s Aims, A–i–l–s Ails,' etc. About half the scholars could not readily read the words, and for such the teacher read the words, and the scholars mechanically repeated. Soon the teacher said: '*What letter is added to these words?*' The class looked blank. '*What letter is added to the words in our last lesson to make these?* S, ain't it?'

'Yes,' said the class.

In succession came the other reading classes, and went through a similar exercise. We could not help asking ourselves, 'What benefit are these scholars receiving? They certainly are not learning anything.' We rose to go. The

teacher kindly invited us to address the school, saying she hoped to learn something. We declined the invitation, but felt like addressing her as follows: 'You have a pleasant school house here; the directors have provided good desks, blackboard, maps, charts, globe, dictionary and spelling box. The children are bright, well dressed, and mannerly. There are no large scholars, so you need not multiply classes. But you are making a sad failure. *You do not provide work for the scholars while at their seats.* Those little boys are sitting listless and idle, because you will not let them do anything. Think how dull and painful it would be for you to sit two hours every half day, and be kept from moving, speaking, and reading. You should require the pupils to take out their books and begin study before calling the first class in the morning.

'*You help the scholars too much.* You do not give them time to look at a word and study over it, before you assist them. Your telling them does no good. It is done in such a manner that they do not know the word longer than the sound of your pronunciation rings in their ears. You remind me of my first instructor in Greek. Whenever he told me the parts of a Greek verb, he did it so hurriedly that I could not understand him, and had always to look up the verb in the lexicon.

'*You go over too much ground at a lesson.* A child should not read a whole page of words at once. Would you be able to remember the names and faces of even twenty-five strangers, if introduced to them all within the space of ten minutes? But here you required these children to read five columns of words, and thirty words to a column, and gave them only ten minutes. Two or three new words at each lesson are enough. If they learn one new word every day, they will learn faster than most scholars. Give them one or two new words at each lesson, and let them dwell upon them, talk about them, spell them, and use them in sentences, until they know them.

'You asked the classes some questions about the discovery of America. They do not learn anything from that. *You gave them only dry facts*—dry bones, as some call them. There is no life, no flesh and blood about them. From the appearance of the children, we are sure they did not understand the meaning of the terms 'discovered,' and 'America.' We would like to question them and prove it to you. And you do not take good care of, nor use the apparatus. Why do you not hang up those charts, consult the dictionary, and use that spelling box?'

Such a speech we wished to make, but could not do it in the presence of the pupils, so bade the teacher good morning. In a few minutes, the small children came out for recess. We selected those in the Primer Class, and asked them:

'Who discovered America?' No answer.

'Was it Christopher?'

'Yes; Christopher Columbus.'

'When did he discover America?'

'In 1492.'

'What is America?'
'It is a house.'
'America is a house. Then Christopher Columbus discovered a house?'
'Yes.'
'What did Columbus do?'
'He discovered a house.'
'What does discover mean?'
'I don't know.'
'Does it mean to go away from?'
'Yes; it means to go away from.'
'Well, where did Columbus go to?'
'He went up into the sky,' said a little girl, in a shrill voice.

We were satisfied. The children had received a valuable fund of information when they learned that Columbus discovered America. Some time afterwards, we met the teacher of the school at a teachers' institute. We watched her to see if she could sit still for one hour. Instead of this, she spent a portion of the time in the midst of an interesting session, in conversation, and a portion of the time over 'Artemas Ward, His Book.'"

METRIC SYSTEM OF WEIGHTS AND MEASURES.—The Senate passed the bill authorizing the use of the metric system of weights and measures; also, the bill authorizing the Secretary of State to furnish each State a set of standard weights and measures of the metric system; also, the joint resolution authorizing the use of the drachm weight in the Post Office Department. These measures having passed both branches of Congress, go to the President for his approval, which will not be withheld, as there can be no doubt of the expediency of the change contemplated.

PERSONAL.—Gen O. H. La Grange, recently from the State of Wisconsin, has assumed the principalship of the Grammar School at San Leandro, the County seat of Alameda County. Gen. La Grange was engaged in teaching in Wisconsin at the breaking out of the rebellion, when he gave up the spelling book, entered the army, and fought his way up to the title of Brigadier General. We give him a most cordial welcome to this State, and congratulate the people of San Leandro on their good fortune in securing a man who will make their school one of the best in the State.

MISS GAZENA GARRISON, who graduated last term from the State Normal School, has taken the position of assistant in the public school at Watsonville. Mr. Broadbent, graduate of the State Normal School, has recently been elected Principal of the Grammar School at Santa Cruz.

NOTICE.—The County Superintendent of Yolo will be in his office at Woodland on the *Second* and *Fourth* Saturdays of each month, and would be glad to meet there and then, Trustees and Teachers of the County, to discuss matters connected with the prosperity of their schools.

LINCOLN MONUMENT SUBSCRIPTIONS.

Teachers who have not yet taken up subscriptions for this fund, will have an opportunity of doing so, as it is found necessary to delay forwarding the amount already received for another month.

COUNTY.	DISTRICT.	TEACHER.	AMOUNT.
Humboldt.....	Table Bluff.....	Jno. Hally, 5.....	$10 00
El Dorado.....	Placerville Gram Sch.	H. E. Makinney.....	4 00

PUBLIC SCHOOLS OF BOSTON.—We acknowledge the receipt from Hon. John D. Philbrick, Superintendent of Public Schools, of the Boston School Report for 1865, an elegantly bound and beautifully printed volume of four hundred and forty-seven pages. It is embellished with a fine wood cut of the "Prescott Grammar schoolhouse;" a new building, resembling somewhat in plan the Lincoln schoolhouse of this city, and built at a cost of $110,000.

The report is ably written, and is full of interesting topics and statistics. Boston has a population of 192,324; San Francisco, 120,000; and for the purpose of comparison, we place the school statistics side by side.

COMPARATIVE STATISTICS OF BOSTON AND SAN FRANCISCO SCHOOLS.

	Boston.	S. F.
Number of children between 5 and 15 years of age.....	34,902	17,388
Average number belonging to schools of all grades during the year.....	27,095	8,694
Average daily attendance.....	25,001	7,949
Ratio of the average number belonging to whole number between 5 and 15.....	.776	.50
Number of Teachers in High Schools.....	32	11
Number of High Schools.....	3	3
Number of Teachers in Grammar Schools.....	314	
Number of Teachers in Primary Schools.....	258	
Whole number of male Teachers.....	66	36
Whole number of female Teachers.....	538	183
Total number of Teachers.....	604	219
Salaries of High and Grammar School Teachers.....	243,600	unknown
Salaries of Primary School Teachers.....	128,800	"
Total amount paid all Teachers.....	372,400	185,500
Amount expended for buildings and lots.....	90,000	92.000
Total expenditure for School purposes.....	643,700	361.600
Cost per scholar for Tuition.....	13.74	21.33
Cost per scholar for incidentals.....	6.67	9.57
Whole cost per scholar, not including school-houses.....	20.41	30.90
Amount received from State School Fund.....	8,000	28.000
Ratio of School tax to the whole amount Raised by tax...	.10	.11

In Boston. the children between five and fifteen years of age, constitute one hundred and eighty-one of the population; in San Francisco, one hundred and

forty-five; in this city, only one half the children between five and fifteen attend school; in Boston, more than three fourths.

San Francisco pays for salaries of teachers, half as much as Boston, for teaching one-third as many children. This is on account of the higher rates paid here to primary teachers. Grammar masters and Submasters are paid higher in Boston than in San Francisco. We regret that we can find no statistics showing the actual separate cost, last year, of the High, Common and Primary Departments of this city.

The following is a full schedule of Boston Salaries:

TEACHERS' SALARIES IN BOSTON.

Office or Grade.	Position or School.	First year.	Second year.	Third year.	Fourth year.	Maximum.	S. Francisco.
Superintendent	Of all the Schools.	....	....	....	....	$4000	4000
Secretary.....	Of the Sch'l Board	....	....	....	....	5100	1800
Masters.....	Latin, High & Nor'l	3100	3200	3300	3400	3500	2500
Submasters...	Latin and High...	2100	2200	2300	2400	2500	2100
Ushers.....	Latin and High...	1600	1700	1800	1900	2000	1500
Masters.....	Grammar.....	2100	2200	2300	2400	2500	2100
Submasters....	Grammar.....	1600	1700	1800	1900	2000	1500
Ushers.....	Grammar.....	1200	1300	1400	....	1500	1200
Head Assist...	Normal.....	....	....	....	....	1000	1200
Assistant.....	Normal.....	....	....	....	....	700	1200
Superintendent	Normal Training.	....	....	....	....	1000	1000
Assist. Supt..	Normal Training.	....	....	....	....	700	1000
Master's Assist	Grammar.....	....	....	....	....	800	1000
Head Assist...	Grammar.....	....	....	....	....	700	1000
Assistant.....	Grammar.....	450	500	550	....	600	810
Teacher.....	Primary.....	450	500	550	....	600	811
Sewing Tch'r.	1st Grade.....	....	....	....	....	500	....
Sewing Tch'r.	2d Grade.....	....	....	....	....	450	....
Sewing Tch'r.	3d Grade.....	....	....	....	....	350	....
Sewing Tch'r.	4th Grade.....	....	....	....	....	340	....
Sewing Tch'r.	5th Grade.....	....	....	....	....	275	....

The Chairman of the Board, Edwin Wright, in his report, gives the following interesting items, which show how teachers are regarded in that section of the country.

"In this corps of our teachers, the Board are possessed of treasures untold; of devotion to duty that absorbs the life; of abilities that are regal; of fidelity as absolute as human nature will permit; of achievement that approaches perfect success; of ambition for duty, for good, for wisdom, ample as the field itself."

"One gentleman, who has acceptably served the Board as Grammar Master for a term of thirty-seven years, has during the year retired from active service, to give ease and quiet reflection to the residue of his declining days; and, as a memento of his long and faithful service, the Board appointed him teacher *emeritus*, with a stated salary, to be continued for a limited time, at its pleasure."

"Another Grammar Master, whose literary ability has won for him a national reputation, as an author for juveniles, finding a more grateful field for the growing exercise of his rare and genial talent, declined a further election, and has left the service of the Board.

College of California.—We have received "A Report upon a projected improvement of the estate of the College of California, at Berkeley, near Oakland; by Olmstead, Vaux & Co." It is a document possessing value beyond that which may accrue to the college for which the report was prepared, inasmuch as it enters into the conditions which combine to make desirable country homes. It appears that Berkeley promises well for any gentleman of leisure who may desire to establish himself within easy reach of the city, and where a pleasant dwelling shall furnish at the same time, without great expense, unusual educational advantages for the children.

The San Lorenzo District, in Alameda County, has one of the neatest and prettiest little schoolhouses in the State, situated on San Lorenzo Creek, under the overhanging branches of several huge sycamores. The School numbers forty pupils, taught by Mr. Fuller. We have seldom visited a pleasanter school. The order was perfect, the house was tidy, and cheerfulness beamed from the scholars' faces. A class in mental arithmetic was remarkably quick in mental processes.

Rolls of Honor.—We are almost weekly in receipt of Rolls of Honor, which indicate that the pupils in the public schools are striving to do their duty in all class exercises and deportment. To publish all the names would take more space than we can well spare, but hereafter we will give the first two names on each list, whenever we are able.

Rock Creek, Butte Co. (James W. Lamon, teacher), sends us these: *Boys*—Alick Thrower, Henry Lawsen. *Girls*—Nettie Still, Josephine Still.

Buchanan District, Mendocino Co. (Harry P. Williams, teacher), sends us these: (77 pupils enrolled). *Boys*—Charles Smith, James Pool. *Girls*—Josephine Jackson, Ada Lyman.

Acknowledgment—For the forms illustrating the Monthly Report Card, the Merit Card, and the Recitation Card, we gratefully acknowledge our obligation to the prompt and cheerful courtesy of Messrs. Bosqui & Co., Printers to the San Francisco School Department, who kindly placed them at our disposal, with their compliments to the California Teacher, and all teachers, be the same male or female. K.

Facts.—A lady, teaching in one of the Sabbath Schools of this city, was requested recently by the Superintendent to ascertain, with the other teachers, whether the members of her class had been baptised. Upon making the inquiry, one little one, unquestionably a pupil in the public schools, said, "O, yes, ma'am; and vaccinated, too!"

A lady teacher is accustomed to pronounce words from the reading lesson for the pupils to spell. Closing the book one day, she pronounced the first word to be spelled, "Head boy, 'squeal.'" The youth gravely spelled the word squeal, without perceiving the effort required for the teacher to conceal her emotions as she thought of the order, and congratulated herself that the boy did not squeal.

STATE DIPLOMAS.—Under the Revised School Law, authorizing the State Board of Examination to recognize State Normal School Diplomas, and to adopt the report of County Examinations, since April last, the Board has issued the following Diplomas:

Samuel I. C. Swezey, graduate of the New York State Normal School.

Silas A. White, of the California State Normal School.

Mrs. George Bunnell, issued on City High School Certificate.

Mrs. Ira G. Hoitt, on High School Certificate.

Philip Prior, on Grammar Master's City Certificate.

J. B. McChesney, Nevada City, issued on County Examination.

George F. Morris. Red Bluff, issued on County Examination.

Professor F. M. Gatch, Santa Cruz, County Examination.

J. M. Howe, Sacramento, County Examination, and forty years experience in teaching.

James Harlow, Sonoma County, graduate of Bridgewater State Normal School.

Noah S. Flood, Downieville, County Examination.

In the County Examination, on which these Diplomas were granted, the State Series of Questions were used in full, and the original papers were forwarded to the State Board.

FIRST GRADE CERTIFICATES.—Miss Susie Carey, California State Normal School.

E. D. Humphrey, California State Normal School.

Miss Caroline F. Burrowes, New York State Normal School.

A. F. Olinger, California State Normal School.

Miss Maggie McKenzie, State and City Examination.

Miss Mary J. Ritchie, State and City Examination.

Mrs. W. W. McFadden, State and City Examination.

Miss Bertha Comstock, California State Normal School.

Miss Lizzie B. Jewett, California State Normal School.

Miss Anne S. Jewett, California State Normal School.

Mr. W. W. Holden, Alameda County Examination.

O. H. Huntley, Santa Clara County Examination.

Miles Gay, Santa Clara County Examination.

W. W. Kennedy, Santa Clara County Examination.

Miss Mary Barnes, Napa and Solano County Examination.

O. H. O'Neill, Napa and Solano County Examination.

L. H. Van Schaick, State Examination.

TO CORRESPONDENTS.—Have patience with us. For several months we have had articles marked "accepted," in our drawer, but the Department of Public Instruction deserves preference, and they have been deferred. Most of them are as good for one month as another, however, and we mean to do justice to all. Do not stop writing because your contributions have not appeared, and do not forget to give your name in a private note to the editors, even if you do not care to have it appear in print, for they rarely consider the merits of anonymous communications.

PACIFIC PIONEER.—The California Youth's Companion has changed its name to "The Pacific Pioneer and Youth's Literary Companion," and comes to us enlarged and greatly improved. We judge from some very excellent articles therein, that Prof. Knowlton is giving to its pages the benefit of his intellectual energies. The boys and girls of our State should be proud of their new journal. Weekly; $2 per year. Smith & Kelly, San Francisco.

SIERRA COUNTY INSTITUTE.—The first Institute ever held in Sierra County was opened on the sixteenth of October. The local papers generously devote considerable space to the proceedings. A fair attendance and an earnest spirit seem to have made the occasion one of marked interest.

THANKS.—Several of our friends in this State and Oregon have kindly forwarded to us copies of the TEACHER for August and September, as requested in our last month's issue. The editorial files are now, thanks to their attention, complete.

NEW BOOKS.—The following new books have been received:

THE HIGHER EDUCATION OF WOMEN. By Emily Davies. London and New York: Alexander Strahan. San Francisco; A. Roman & Co. pp. 191.

In this beautifully printed little volume we have some sensible views of what should be done for the cultivation of woman's powers in the world, under the general heads of "The Ideal," "Things as they are," and "Things as they might be." The authoress has felt the need of some change in the development of thought and activity among her English sisters, and aims to assist in bringing about a proper understanding of affairs. Without indorsing all the propositions herein made, we can cordially commend to all entrusted with the education of girls a perusal of this little treatise.

MASTER AND SCHOLAR, ETC. By E. H. Plumptre, M.A. London and New York: Alexander Strahan. San Francisco: A. Roman & Co. pp. 229.

The poem which gives a name to this collection sets before us Roger Bacon in A.D. 1267, and in A.D. 1294, his thinkings, trials, longings, death. The scholar is one whom he set forward in the way of knowledge. We have not time to examine the latter half of the book, but we judge from the portions we have read that no reader need regret the time or money spent in order to secure its well chosen words. We are glad to notice the publications of Strahan, whose books are always well printed and in many cases have a permanent value.

ROBERT MERRY'S BOOK OF RHYMES AND PUZZLES. Edited by Robert Merry. New York: James O'Kane. San Francisco: H. H. Bancroft & Co. pp. 299.

All the children will rejoice in this new edition of a book expressly for them. It seems to be a collection of the best rhymes and puzzles which were contained in the old "Merry's Museum," one of the most popular of young folks' papers, before the time of "*Our Young Folks.*" which Ticknor & Fields are now sending forth monthly to the world. We think teachers would find this volume a most acceptable gift to the bright boys and girls, who always delight in Robert Merry.

THE INSTITUTE. A monthly publication devoted to the interests of our Public Schools, and embracing the Essays, Poems, Addresses, etc., read before the Teachers' Institute of San Francisco. September, 1866. San Francisco: Towne & Bacon. pp. 66.

We welcome this beautifully printed work to our table. The teachers of San Francisco therein demonstrate their literary ability, and manifest an energy which must win them laurels everywhere. The opening Poem, by Miss Satterlee, entitled "Our Work," is worthy of the leading place in any periodical. Mrs. Griffith's paper on "Common Sense and Common Schools," is a well written article that deserves a wide circulation. Miss Fowler's description of "The Teacher's Excursion" awakens regret that we were unable to join in the trip, while, at the same time giving us much of the pleasure and instruction that would have been received, had the Fates permitted us to go. The closing Address, by M. H. Myrick, Esq., on the Natural Scenery of the State, is an eloquent and suggestive statement of what may be seen by intelligent travelers in California, and closes with specially appropriate remarks on the educational facilities that are, and are to be afforded for our future citizens. On the whole, we think it will be difficult for any other meeting of the Institute to afford a richer repast for the people who are accustomed to frequent Lincoln Hall on the last Thursday of each month, to see what new thing the teachers of San Francisco are thinking of.

AN INTRODUCTORY LATIN BOOK, intended as an Elementary Drill Book, on the inflections and principles of the language, and as an Introduction to the author's Grammar, Reader, and Latin Composition. By Albert Harkness, Professor in Brown University. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co.; A. Roman & Co. pp. 162.

Harkness' First Latin Book, published ten or more years since, was welcomed with great unanimity by teachers, on account of its natural method and the consequent interest in the language awakened among learners. More recently, Prof. Harkness has published several advanced works for the student, and now returns to the elements, producing the present volume as a substitute for the First Book. We welcome the result, convinced, from such examination as we have had time to give, that it is really a change for the better; and if we were in a position to use any introductory Latin work with our classes, this is the one we should select as best adapted to the purpose in view.

SPARE HOURS. By John Brown, M.D. Second Series. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 426.

The readers of the first series, will need no indorsement of this volume; they will take to it naturally, and as a matter of course. Like that favorite work, this is a collection of papers contributed for the periodical press, touching upon many themes, and with varied success. We do not altogether see the propriety of introducing papers, however excellent, written by Dr. Brown's relatives or friends, as the result of his "spare hours;" still the publishers should know best how large the book must necessarily be. This American edition is dedicated to Abraham Lincoln; but that is the only thing in all the pages which has special reference to American readers.

ROYAL TRUTHS. By Henry Ward Beecher. Boston, Ticknor & Fields. San Francisco, H. H. Bancroft & Co. pp. 324.

This book, first published in England without the knowledge of Mr. Beecher, is made up from striking passages in his reported sermons, and is now offered, with his consent, by the well known Boston publishers. It contains many fine illustrations of truth, together with many characteristic utterances, which being wholly unlike those of other men, have to be judged by no standard laid down in the ordinary works on criticism. Concerning their probable usefulness, the verdict will vary according to the habits of thought in the reader. We imagine that many persons will find in this volume helpful things in true living, and we do not imagine that any one will be injured by its perusal. Being made up of detached thoughts, it is one of those convenient works which may be taken for a leisure five minutes as well as for a leisure hour.

RECENT BRITISH PHILOSOPHY. A review with criticisms; including some comment on Mr. Mills' Answer to Sir William Hamilton. By David Masson. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 335.

We had this book for "summer reading," on a recent trip to Sacramento. Sundry memories of busy student hours over Sir William Hamilton induced the selection from Roman's new books of this most recent summing up of British Philosophy; and the weary hours of a river steamboat were partly forgotten as we worked upon huge words, plain to metaphysicians, but little better than Sanscrit to the dulled mind of business men. We can commend the book to such of our readers (and among teachers there should be many such), as have given attention to the laws of mind as science has arranged them. School Trustees had better let the book alone, if they desire to keep fairly awake.

HANS BRINKER; or The Silver Skates. A Story of Life in Holland. By M. E. Dodge. New York: James O'Kane. San Francisco: H. H. Bancroft & Co. pp. 347.

We have submitted this book to a lady whose literary abilities are unquestionable, and her report is entirely favorable. She pronounces it an interesting story, conveying a knowledge of many important incidents of Holland's history, and much information of Holland's customs.

INSIDE: a Chronicle of Secession. By George F. Harrington. With illustrations by Thomas Nash. New York, Harper & Brothers. San Francisco, A Roman & Co. pp. 223.

This story purports to have been written at the South during the progress of the late civil war, by a loyalist. It is one of the most interesting, and, apparently, truthful representations of society there that has yet been written. Persons familiar with Southern society for years before the rebellion will recognize in this "Chronicle of Secession" just what was to be expected as a development of the state then existing. We have seen the counterpart of "Brother Barker" in the Southern pulpit, and for that matter, in the Northern pulpit, too, on the other side of the question: the same departure from Pauline principles, the same absolute certainty respecting political propositions. We are glad this book has been written.

THE ARGOSY. A magazine of Tales, Travels, Essays, and Poems. Midsummer volume, 1866. London and New York. Strahan & Co. San Francisco, H. H. Bancroft & Co. pp. 530.

We acknowledge the receipt of a beautifully bound volume bearing the above title from Messrs. Bancroft & Co., and have devoted some hours to turning the daintily printed pages, covered as they are with the best thoughts of the best writers of England. Charles Read's "Griffith Gaunt," was originally published in this serial, and this volume contains the first half thereof. Alexander Smith has essays; Isa Craig and Christina G. Rosetti have poems; Robert Buchanan has his word, and many other names worthy of England are found attached to the articles in the Argosy. We are quite ready to congratulate such of our readers as may have the privilege of enjoying the pages of this fair volume. It is not an expensive book, either, we imagine—not beyond the means of a Clerk, or a Trustee, or even a teacher. To the teacher, the fresh notes of travel are especially valuable, and the poems and stories might serve a good purpose in resting the mind from its anxieties over the little school difficulties whose aggregate is so great.

THE DAILY PUBLIC SCHOOL IN THE UNITED STATES. Philadelphia, J. B. Lippincott & Co. San Francisco, H. H. Bancroft & Co. pp. 158.

An argument is to be judged by its intrinsic merit, rather than by the character of him who makes it; still, we should have been glad to know who wrote this book, and why he wrote it. "In no carping or hypercritical spirit," he says, it is written, and we think he is honest in his statement. While setting forth, with prominence, the defects of our public school systems, we do not see that he proposes the details of a better one. When that is done, we shall be as glad to accept it as our author himself.

THE MAY FLOWER, AND MISCELLANEOUS WRITINGS. By Harriet Beecher Stowe. Fifteenth Edition. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 471.

This book was immensely popular among the district library selections in our boyhood days. We have read it again with its additions, and pronounce it still a very readable volume. New England country life is pleasantly portrayed; and while some of the sketches have a theological bearing, we think that no person can object to the genial spirit which is found on every page. That first edition was long before "Uncle Tom's Cabin" was built, and gave little warning of what was in store for the world from the same prolific brain. We hope the May Flower may have a profitable voyage for its publishers, and we are sure that those who engage a passage therein will have a pleasant journey.

LESSONS IN ELOCUTION. By Allen A. Griffith. Chicago: Adams, Blacker & Lyon, 1865. pp. 240.

The selections in this new work are generally good, and many of the pieces are new. The instructions in elocution are condensed. We recommend the book to teachers who desire something new.

THE

CALIFORNIA TEACHER.

DECEMBER, 1866.

Vol. IV.] SAN FRANCISCO. [No. 6.

[For the California Teacher.]

TEACHING TO THINK.

BY PROF. KELLOGG, OF THE COLLEGE OF CALIFORNIA.

Every teacher is in charge of thinkers. The heads before him are so many thinking-boxes, with brains busier than bees. The mind never stops in waking hours, and some good authorities say it never stops in sleep. It goes on working night and day; a watch that never runs down, a spiritual mechanism, disdaining rest, and in a true perpetual motion.

But this motion may not be a progress. The hard-working brain may advance no more than a donkey in a cider-mill; at play, it may go round like a kitten chasing its tail. If the mind cannot dart forward in a straight line, it should, at least, push on in its orbit. Spiral progress there may be; like that of the vine climbing away from the dull earth into air and sunlight; like that of our planet, circling about its sun, but speeding with that sun along a grander pathway. Enlarging its orbit is not enough. The center of thought must be changed; the restless activities must come under new and nobler attractions. The thinking mind must rise above its former self.

And thus, we see what education should be. It should fit the soul for progress. All the powers should be trained for successful activity. No one can be carried along his upward path; he must take every step for himself. If he has no power, he will make no

progress. The sturdier his strength and the more rapid his motions, the faster can he climb his "Hill Difficulty." Discipline is the mind's great want. Information is of far less value than a right training. It is well to know a fact, but it is much better to be able to find out facts. A truth is a desirable thing to have; but it should act as either drill or sledge to help quarry other truths; and the best thing about it is the exercise it gives to the growing strength of the worker. The mind is more than its meat; the man is more royal than all his acquisitions. Knowledge is of much worth; training is priceless.

To train the mind is to teach it to think, to use its own powers, to work its own way. This is the great art of the school-room. To it all other considerations (save moral ones) should bend. There must be something more than routine work. Parrot recitations are a waste of time. A child's mind may be burdened with facts of which he has no mastery. Information may be piled upon him, like the Sabine shields on the daughter of Tarpeius, and with as bad a result. We need not expend all our pity on ignorance; ill-assorted knowledge demands nearly as much. Forcing information into small minds is perilous; if they are not strong from within, but are only held together with hoops, it is the ten-gallon strain on the eight-gallon keg. But let the mind grow strong with its equipment, and it remains master of the field. Keeping its independence, using its treasures as furniture and fuel for its own self-driven enginery, it goes exultingly from one harvest to another. Instead of groping in darkness, it "walks in the light." It "knows what it knows," and holds the clues to a thousand untried labyrinths, glad to feel that it can explore them at will.

Let our California boys and girls, therefore, be stimulated to think, to think for themselves. Let them be trained to exactness of thought, rather than an unintelligent exactness of words. Reasoning is better for them than mere memorizing. Let them be encouraged to ask questions, and pursue investigations that go straight to the heart of things. Why should they be, like the majority of men, mere mental enclitics, without emphasis or accent? Why should they not feel the quick pulses of our social and business life in the veins of their souls? There is a stimulus to be imparted, a sacred enthusiasm to be kindled. It will not lead to

bigotry, nor to vanity, but to a worthy independence, a genuine progress of powers made to be developed. Here is the teacher's glorious sphere of action.

A SCHOOL IN NICARAGUA.

[We have received from Mr. F. Ratton, one of our enterprising young teachers, now on his way to the Paris Exhibition, the following interesting sketch of a school at Greytown.]

San Juan del Norte, or Greytown, as it is called by the English, boasts of a school. It is taught by a native of Jamaica, whose features warrant us in saying that some of his ancestors came from Africa. He does not confine himself to teaching alone, but is ready to mend your coat or cut your hair, while at the same time he keeps an eye upon his youthful charge. School opens at ten o'clock, and if you please, we will visit it. We are a few minutes tardy. Upon entering we are greeted by the teacher, who is lathering the face of a customer. A dozen swarthy children, of ages between five and thirteen, are repeating in concert, the hymn, "Greenland's icy mountains." All are neatly dressed, and in spite of their color, appear as intelligent as an average dozen of Yankee boys and girls. The hymn is soon repeated, and at a signal they begin to sing it. While they are thus employed, we will take a look around this novel school room. It is about fifteen feet square; the whitewashed walls are ornamented by a few colored prints; above a neat clock is a painting of Rebecca at the well. On one side of the room is a long table covered with slates and books. On the opposite side is another table, which is evidently used when a bit of tailoring is to be done; in one corner, is a cupboard filled with bottles of pomatum, and other articles appertaining to a barber's shop. By it is a looking glass, which reflects the barber-(ous?) teacher and his subject, who by this time is nearly shaved. In the center of the room is a round table on which are a hone, two razors, a lather brush and cup, an oil can, a cigar box, which on closer inspection, proves to be used at present as a contribution box, a lot of newspapers, a large bible, an inkstand, a signal bell, a copy of Greenleaf's Arithmetic, and neatly hidden from view, behind all this—can it be possible!—a copy of Webster's New Pic-

torial Dictionary! Immediately the teacher rises several degrees in our estimation, and we feel that we are still within the influence of Yankee educators. After singing, a prayer is repeated in concert. By this time the teacher has a new customer, upon which he uses a pair of shears. A bright eyed boy, some ten years of age, steps forward and repeats the multiplication table, the class repeating after him. In the same way, the addition table, time table, avoirdupois weight, liquid measure, United States money, and sterling money tables, are repeated without mistake on the part of the little monitor. At a signal all march around the table while singing the multiplication table. Then they stand still and mark time while singing the little song beginning: "Oh how sweet it is to see." By this time the hair cutting is finished, and the teacher allows the poor children, who have been on their feet all this time, to sit down on a long bench. Eight of the larger ones take testaments and begin to read the 9th chapter of St. Matthew, while the remaining four take primers; several read very well. The chapter finished, the teacher indulges in quite lengthy explanations, after which another prayer is repeated, and a juvenile song sung. The teacher takes occasion to remind his pupils that they should be very thankful for the privileges they enjoy, and compares their advantages with those of destitute little boys and girls in New York and London. A signal dismisses the school, and the children rush out after the manner of white children farther north.

We go away convinced that the children are learning something, and that there are worse teachers than the principal of the Greytown school.

THE PROFESSION OF TEACHING.

It has been my sanguine hope for many years that in this new State teaching might aspire to the dignity of a profession; that teachers might learn to combine their strength, respect themselves, command the respect of others, and honor their occupation. I have lived already to see the promise of the future. It has been and is my highest ambition to elevate the profession of teaching, for I well know that in no other way can the public schools be ade the great educators of the State and the nation. If the

citizens of this State desire to have good schools, they must pay professionally trained teachers high salaries. If they want talent, they must buy it.

The admission of teachers into the occupation is virtually in the hands of the teachers in this State now engaged in teaching. Elevate the standard of admission, and the occupation will soon become a respectable business. It will soon be better paid than brute labor. No occupation is more laborious; none wears out muscle and brain faster. It is only in the vigor of early manhood that a man can follow his profession. Shall he, then, be paid no more than the mechanic, or the day laborer who shovels sand on the streets? The brain labor of the skillful teacher ought to be as well paid as the brain labor of the lawyer, the physician, the clergyman, the editor. He ought to dress as well and live as well. His profession ought to cost him, and often does, as much time and money as other professions. He ought to be paid a salary sufficient to enable him to supply himself with a library, and the periodical literature of the day. He should have a salary sufficient to enable him to live respectably, dress neatly, and move in the intelligent circles of society like other educated men. He should be paid enough to support a family. Teachers well paid can devote all their time and energies to the schools. They are not greater philanthropists than their neighbors whose children they educate. None of them teach from pure love of teaching. They do their duty, and expect their pay for it; it is the way in which they earn their living. They ought not to be expected to break mental bread to the children of others, and feed their own with stones. Good teachers are not to be estimated by their daily salary of five dollars. Persons enough could be found in the State at half the present rates, but the people would be the losers. It is the teachers who give character and efficiency to the schools. The State may legislate, the people may vote taxes, and build school houses, but the teachers build schools, and mould character, and act on mind. High salaries will attract talent and skill, and hold them both in the schools. Low wages will fill the schools with bunglers, and waste the public money. If the people of California desire to lay well the foundations of the State for all future time, they must employ skilled master masons to hew the corner stones.—*First Biennial Report of State Superintendent Swett.*

[From the Pennsylvania School Journal.]

THE METRIC SYSTEM.

[Prepared for the new edition of "Brooks' Normal Written Arithmetic," and set from advanced proof sheets of the work. This we think the most practical mode of presenting the subject. With the tables in full and the examples which follow, the teacher can at once render himself familiar with the Metric System.—ED.]

In 1795, France adopted a system of weights and measures founded upon the decimal system of notation, called the Metric System. This system was regarded as so great an improvement upon the old methods, that it has since been adopted by Italy, Spain, Portugal, many parts of Spanish America, Belgium, Holland, and considerable portions of Germany and Austria. In 1864, the Parliament of England passed an act permitting its use throughout the United Kingdom wherever parties should agree to use it.

The introduction of the Metric System into this country had long been recommended by scientific men, and in 1866 its use was authorized by Congress. To furnish a convenient standard of comparison, and render the public familiar with the new measures, it was also anthorized that the new five-cent piece should weigh five grammes, and be one-fiftieth of a metre in diameter. To facilitate its adoption by the public, it is necessary that it should be immediatcly introduced into our school arithmetics.

The principal difficulty an author meets with in introducing the subject into a text-book, is the lack of a proper notation. The French write 35 metres 429 millimetres thus, $35,^{m}429$; also 19 francs 76 centimes thus, $19,^{f}76$. It seems more appropriate, however, to place the initial of the unit at the left of the numerical expression as in Federal Money, and this method has been adopted by the author. Thus, 35 metres and 429 millimetres are written M 35.429. A slight modification of these initials would be an improvement, and some modification should be agreed upon by scientific men.

In the Metric System we first establish the unit of any measure, and then derive the other denominations by taking decimal multiples and divisions of the unit. Any quantity consisting of several denominations is thus written and treated as an integer and decimal, the decimal point separating the unit and its divisions.

NAMES.—After naming the *unit* of any measure, the names of the higher denominations are formed by prefixing to the name of the unit the Greek words *deca*, (ten) *hecto*, (hundred) *kilo*, (thousand) *myria* (ten thousand). The lower denominations are formed by prefixing the Latin *deci*, (tenth) *centi*, (hundredth) *milli* (thousandth).

UNITS.—The following are the different units, with an indication of their English pronunciation.

LENGTH, *Metre*, (Meetre).	CAPACITY, *Litre*, (Leeter).
SURFACE, *Are*, (Air).	WEIGHT, *Gramme*, (Gram).
VOLUME, *Stere*, (Stair).	VALUE, *Franc*, (Frank).

In the following tables we have given the value of the units, and the names of their multiples and divisions. The values of the units are taken from the report of the Smithsonian Institute for 1864.*

TABLE OF LENGTH.

The *metre* is the ten-millionth part of the quadrant extending through Paris from the equator to the pole. It equals 39.3708 inches, or 3.2809 feet.

10 Millimetres	=	1 Centimetre.
10 Centimetres	=	1 Decimetre.
10 Decimetres	=	1 *Metre*.
10 Metres	=	1 Decametre.
10 Decametres	=	1 Hectometre.
10 Hectometres	=	1 Kilometre.
10 Kilometres	=	1 Myriametre.

TABLE OF SURFACE.

The *are* is a *square decametre*. The *are* equals 119.6033 square yards, or 0.0247 acre.

10 Milliares	=	1 Centiare.
10 Centiares	=	1 Deciare.
10 Deciares	=	1 *Are*.
10 Ares	=	1 Decare.
10 Decares	=	1 Hectare.
10 Hectares	=	1 Kilare.
10 Kilares	=	1 Myriare.

* Teachers should introduce specimens of the Metre into their schools. A rod $39\frac{3}{8}$ inches long is very nearly a metre.

TABLE OF VOLUME.

The *stere* is a *cubic metre*. The *stere* equals 35.3166 cubic feet.

10 Millisteres	=	1 Centistere.
10 Centisteres	=	1 Decistere.
10 Decisteres	=	1 *Stere*.
10 Steres	=	1 Decastere.
10 Decasteres	=	1 Hectostere.
10 Hectosteres	=	1 Kilostere.
10 Kilosteres	=	1 Myriastere.

TABLE OF CAPACITY.

The *litre* equals 2.1135 pints wine measure, or 1.81626 pints dry measure. It is a *cubic decimetre* = 61.027 cubic inches. It is used for dry and liquid measures.

10 Millilitres	=	1 Centilitre.
10 Centilitres	=	1 Decilitre.
10 Decilitres	=	1 *Litre*.
10 Litres	=	1 Decalitre.
10 Decalitres	=	1 Hectolitre.
10 Hectolitres	=	1 Kilolitre.
10 Kilolitres	=	1 Myrialitre.

TABLE OF WEIGHT.

The *gramme* is the weight of a *cubic centimetre* of distilled water at the temperature of melting ice. The gramme equals 15.44 Troy grains.

10 Milligrammes	=	1 Centigramme.
11 Centigrammes	=	1 Decigramme.
10 Decigrammes	=	1 *Gramme*.
10 Grammes	=	1 Decagramme.
10 Decagrammes	=	1 Hectogramme.
10 Hectogrammes	=	1 Kilogramme.
10 Kilogrammes	=	1 Myriagramme.

* 1. Teachers should introduce specimens of the Gramme and Kilogramme into their schools.

* 2. Merchandise is generally bought and sold by the kilogram. The kilogram equals about 2 1-5 pounds Avoirdupois.

TABLE OF MONEY.

The French gold coin is the 20-franc piece, or Louis. The silver coins are the *franc* and *demi-franc*.

10 Centimes	=	1 Decime.
10 Decimes	=	1 *Franc* = $00.186.

* Circular measure and Measures of Time are the same as those of the United States.

Department of Public Instruction.

THE NEW BASIS OF APPORTIONMENT.

The impression seems to prevail, in some minds, that the change in the basis of apportionment of school money from the number of children between 4 and 18 years of age, to the number between 5 and 15 years of age, either reduces the amount of money received or discriminates in favor of the cities, and against the country districts. Now, as there is a certain amount of money to be apportioned, the smaller the number of children to whom it is apportioned, the larger the amount per child, and *vice versa*.

In the second place, does the change really make any material difference in the amount apportioned to city and county?

The statistics will answer this question. The number of children between 4 and 18, in 1865, was 95,000; between 5 and 15, in 1866, 84, 000—showing a reduction of about 11 per cent. An examination of the statistics of the several counties shows that there is very little variation from this per cent. of reduction in numbers. We allude to the fact because it was gravely charged by a school Trustee, recently, that the State Superintendent had effected this change of basis for the especial benefit of San Francisco, which would gain largely by the change. It was a grave charge, and we meet it with all due gravity.

San Francisco, in 1865, had 20,581 children between 4 and 18; in 1866, 17,388—a falling off of 15 per cent., or 4 per cent. greater than the average. So, San Francisco *loses* by the change, instead of gaining.

The reasons for the change are stated in answer to certain questions, on another page of the TEACHER. They are conclusive, and the present basis of apportionment is undoubtedly fairer than the the old one, as the census can be taken with much more exactness.

SCHOOL LAW.

The following questions have been submitted to the State Superintendent, with the request that they be answered in the columns of the *Teacher:*

1*st. Question.* Whether the articles referred to in Sec. 19, (of the State Rules and Regulations) such as pens, ink, &c. "are intended for the benefit of the whole school, or such pupils, only, as are incapable of purchasing them?"

Answer. It is the intention of this rule, that pens, ink, penholders and other supplies enumerated, shall be purchased by the District Clerk, to be supplied to the whole school. The reason of this is, that such articles, when purchased at wholesale rates, cost less than half the retail rates; and that all the pupils may be always supplied with the necessary articles of school use.

The authority for this regulation is found in Sections 46 and 48 of the Revised School Law.

2*d. Question.* Whether pupils over 15 and under 21 years of age, are entitled to any portion of the school money? And, can pupils of the aforesaid age be debarred from the privilege of attending public schools, because they have no means of paying their school bill?

Answer. The school money is apportioned on the basis of the number of children between 5 and 15 years of age, but the schools are as free to all children between 15 and 21 years of age, as to those between 5 and 15 years of age.

Section 53, R. S. L., reads as follows:

"Sec. 53. Every school, unless otherwise provided by special law, shall be open for the admission of all white children between 5 and 21 of age, residing in that school district."

The reason why the apportionment is made by law, on the basis of children between 5 and 15 years of age, is that these ages include the greater proportion of children properly due at school, and that the census of children between these ages can be more correctly taken than on any other basis.

Between the ages of 15 and 21, there are large numbers of married women, not likely to be included by the Census Marshal, and who dislike to be reckoned as "school children;" there are,

also, large numbers of young men, engaged in business, who would be likely to be omitted by the Marshal. But the law provides that all youth between 15 and 21 who desire to attend school, shall have the same right to do so, free of charge, as children of the ages on which the apportionment was made.

DISTRICT TAXES FOR BUILDING SCHOOL-HOUSES.

The question has been frequently asked, why the district tax for building school-houses, as provided in Sec. 98 of the R. S. L., was limited to the maximum rate of 35 cents on the hundred dollars, instead of leaving the amount to the discretion of the voters of the district? The limitation was made by the Senate Committee on Education, as a concession to certain Senators, who, unless it were made, expressed their determination to attack other revenue provisions of greater importance; and not feeling strong enough to meet this opposition, the committee reluctantly consented to the restriction.

It has always been the opinion of the State Superintendent, that the rate of tax to be voted in district meetings should not be limited by law; for the people are the best judges of their own wants, and seldom vote an unreasonable tax for school purposes.

An attempt was made in 1864, to effect a limitation of tax, but was defeated.

Probably some ten or twenty districts have been prevented from building new houses by the restriction; and the only consolation is that when houses *are* built, they will be the larger and better for the delay.

There is no doubt, whatever, that this obnoxious limitation will be repealed at the next session of the Legislature; and until then, trustees must bear it with patience. The great gain in State and County taxes, amounting to from $125,000 to $150,000, is more than a compensation for the temporary inconvenience to a few districts of old school-houses.

County Apportionment.—County Superintendents will proceed to make their apportionments of County School money, as soon as the county taxes are paid up. The State apportionment will not be made until February next.

TEACHER'S CONTRACTS.—We have received several communications in reference to contracts with teachers, made prior to the passage of the Revised School Law, in which the Trustees engaged to pay the teacher, for a certain term, all the school money which should be received by the district from State and county during the school year ending August 31st, 1866.

By passage of the Revised School Law, the semi-annual State apportionments were changed to one annual apportionment in February, and the July semi-annual apportionment which would otherwise have been made, was held over to be apportioned in February, 1867. This apportionment would have amounted to fifty cents per census child.

The question now arises, can teachers holding contracts by which they were to be paid all the school money expected to be received by the district, which, of course, included the July apportionment—be paid the balance due from the July apportionment, out of the State apportionment which will be made next February?

Such contracts ought never to have been made; but having been made, it seems just and equitable that they should be paid; and the State Superintendent therefore recommends that, when such contracts exist, the County Superintendent set apart from the next State apportionment an amount equal to fifty cents per census child, for such district, and apply it to the payment of said outstanding indebtedness.

TO TEACHERS.—Some teachers, and several County Superintendents, seem to have misunderstood the meaning of the column in reports headed "Total Number of Pupils Enrolled."

The Teachers' Report is simply an abstract of the School Register, and under the above heading should be placed the whole number of different names entered on the Register during the term or year. For illustration, if the Register shows the following record: 1st month, 40; 2d month, 45; 3d month, 50; 4th month, 44; 5th month, 35;—the total enrollment is not 214, as some teachers reported; neither is it 42 4-5—the average of five months—as others have reported.

The total number enrolled must be ascertained by counting the actual number of different names entered on the register during the

term. One county reported an enrollment of 6,000, which was obtained by the addition of all the monthly enrollments. The actual enrollment did not exceed 1,200, for the average number belonging did not exceed 1,000. Teachers will please take notice, when they make their next annual reports, and also when they make up the term summary in the registers, at the close of the present term.

NATIONAL LINCOLN MONUMENT SUBSCRIPTION.

COUNTIES.	Amount received in Coin.	Amount received in Currency	COUNTIES.	Amount received in Coin.	Amount received in Currency
Alameda	$18.95	$5.00	*Brought forward.*	$	$
Amador	34.20	10.00	Tehama	4.80	
Butte	25.80		Trinity	24.50	
Calaveras	18.65		Tulare	6.00	
Colusa	4.50		Yolo	3.00	
Contra Costa	27.50		Yuba	6.00	
El Dorado	15.50	14.00			
Humboldt	22.25		Total	$1,088.91	148.00
Lassen		7.00			
Mariposa	3.00	5.00			
Napa	5.00		INDIVIDUAL SUBSCRIPT'S		
Placer	6.00		Mr. Low		10.00
Sacramento	147.40	2.00	Ira G. Hoitt		10.00
San Francisco	474.95	100.00	Miss H. Hatch		10.00
San Joaquin	64.70		John Baynall		10.00
San Luis Obispo	6.10		John Swett		10.00
Santa Barbara	5.60		S. H. Jackman		2.50
Santa Clara	93.26				
Santa Cruz	29.10	5.00	Total		$52.50
Sierra	24.55		Currency bro't forw'd		148.00
Solano	17.60				
			Total currency		$200.50
Carried forward.			Total coin	$1,088.91	

The foregoing is a full statement of all the contributions received by the State Superintendent for the National Lincoln Monument. On the thirtieth of October, a bill of exchange on Messrs. Lees & Waller, New York, in favor of Newton Bateman, State Superintendent of Illinois, was purchased with the contributions in gold, $1,089.00, for the sum of $1,521.46, in currency. Another currency draft, for $200.50, has since been forwarded to Newton Bateman, making a total of $1,721.96, the amount of the dime subscription of the school children of California, for this noble object.

STATEMENT, BY COUNTIES, OF SCHOOL STATISTICS OF THE STATE OF CALIFORNIA, FOR THE SCHOOL YEAR, OF TEN MONTHS, FROM SEPTEMBER 1st, 1865, TO JUNE 30th, 1866.

COUNTIES.	Total Number of Census Children bet. 5 and 15 years of age.	Total Number enrolled on School Registers during the year.	Average number belonging to Pub. Schools.	Average daily attendance in Public Schools.
Alameda	2,742	1,128	981	863
Alpine	169	97	91	83
Amador	1,813	1,235	917	794
Butte	1,861	1,310	1,026	912
Calaveras	2,266	1,325	981	892
Colusa	616	337	209	176
Contra Costa	1,745	862	646	558
Del Norte	179	139	100	96
El Dorado	2,498	1,741	1,368	1,222
Fresno	283	161	107	99
Humboldt	1,015	688	486	431
Klamath	132	24	20	13
Lake	657	464	344	265
Lassen	250	199	162	124
Los Angeles	2,504	581	421	376
Marin	859	477	371	327
Mariposa	791	334	306	276
Mendocino	1,448	889	824	720
Merced	367	646	134	404
Mono	.....	.....	.....	.....
Monterey	1,443	501	398	337
Napa	1,359	1,039	666	591
Nevada	2,980	1,255	1,189	983
Placer	1,914	1,154	784	687
Plumas	570	290	229	198
Sacramento	4,384	3,577	2,506	2,201
San Bernardino	1,159	672	416	332
San Diego	342	51	44	35
San Francisco	17,388	10,153	8,694	7,949
San Joaquin	3,307	2,898	2,023	1,780
San Luis Obispo	545	133	84	65
San Mateo	933	497	344	300
Santa Barbara	1,243	332	408	211
Santa Clara	4,118	2,390	1,764	1 578
Santa Cruz	1,756	1,294	631	551
Shasta	811	527	404	364
Sierra	924	605	480	427
Siskiyou	925	602	477	415
Solano	2,325	1,200	1,018	903
Sonoma	4,850	3,482	2,460	2,202
Stanislaus	593	355	272	236
Sutter	1,005	486	329	282
Tehama	624	495	312	265
Trinity	383	254	184	191
Tulare	861	415	287	245
Tuolumne	1,808	1,006	734	658
Yolo	1,415	1,037	653	645
Yuba	1,891	936	807	717
Total	84,052	5 0,173	48,091	33,989

STATISTICAL TABLE, SHOWING THE NUMBER OF CHILDREN UNDER FIFTEEN YEARS OF AGE, IN THE CITIES AND TOWNS OF THE STATE OF CALIFORNIA FOR THE SCHOOL YEAR ENDING JUNE 30TH, 1866.

	Number of Children between Five and Fifteen.	Number of Children under Five.	Total under Fifteen.
San Francisco	17,388	13,306	30,694
Sacramento	2,113	1,368	3,481
San Jose	755	711	1,666
Los Angeles	1,048	591	1,639
Stockton	830	546	1,376
Grass Valley	774	516	1,290
Oakland	701	583	1,284
Marysville	738	543	1,281
Petaluma	700	447	1,147
Santa Barbara	681	402	1,088
Nevada	522	477	999
Vallejo	461	396	857
Placerville	428	276	704
Sonora	428	275	704
Columbia	383	260	643
Santa Clara	377	225	602
Santa Cruz	348	240	588
Watsonville	325	241	566
Copperopolis	351	210	561
Benicia	339	164	503
Healdsburg	302	201	503
San Bernardino	348	154	502
Napa	303	196	499
Yreka	210	202	412
Red Bluff	228	177	405
Santa Rosa	256	141	397
Visalia	220	133	353
Oroville	283	52	335
Chico	193	126	319
Jackson	196	85	281
Downieville	165	115	280

REPORT OF STATE NORMAL SCHOOL—for the four weeks ending October 26th, 1866:

Whole number enrolled	98
Whole number of females enrolled	88
Whole number of males enrolled	10
Average number belonging	95
Average daily attendance	87
Percentage of attendance	90
Number admitted	5
Number left	0
Number in Senior Class	28
Number in Junior Class	34
Number in Sub-Junior Class	36
Number of counties represented	17

State Normal School.—This school is in a most flourishing condition, and is crowded to its utmost capacity. The present term will close early in December. The next term will open in January next, and continue for five months. A fine opportunity will be afforded for teachers to enter the Senior Class in January. Those desiring to enter should make an early application, as it is not probable that all who desire to enter can be admitted, on account of limited accommodations. It is a good investment of both time and money, for a young teacher to attend at least one term.

Demand for Professional Teachers.—One of the most encouraging features of the past school year, has been the increasing demand for good teachers. Three years ago, able teachers went begging for places where they could earn a living; during the past year, at times, schools which pay one hundred dollars per month, have found great difficulty in securing teachers. Next year, with the increased school revenue, wages will be better, and the demand will be still stronger for "professional teachers." Let the better class of teachers who sometimes complain of the strictness of County and State Examinations, bear in mind that if the standard of qualification had not been raised, this change for the better would never have taken place. Keep up the standard, and teachers will not fail to reach it.

County Examinations.—The State Superintendent has forwarded to each County Superintendent sets of the questions used by the State Board of Examination at the Marysville Institute, to be used in the county examinations if the County Boards choose to adopt them. They were prepared mainly with reference to use in county examinations. The percentages set by the State Board in the Marysville examination, were as follows: State Diplomas, 90 per cent. and three years' experience in teaching; 1st Grade Certificates, 80 per cent. and two years' experience; 2d Grade, 75 per cent., and one year's experience; 3d Grade, 70 per cent. Twenty-eight applicants were examined, and only three first grade certificates were issued.

Thanks.—The State Superintendent returns his most cordial thanks to the County Superintendents for the generally correct and careful manner in which their annual reports have been made to the Department of Public Instruction. Many of the reports are models of neatness. They will all be bound in a volume to be kept in the office, open to public inspection.

Sierra County Institute.—The Teachers' Institute for Sierra County was held at Downieville on the 16th, 17th, and 18th of October, and was generally attended by the teachers and trustees of that county. The opening and closing addresses were delivered by Mr. Noah Flood, Principal of Downieville Grammar School. The meetings were enlivened by addresses and essays on various educational subjects, from Mr. J. H. Thorpe, Mr. S. M. Preston of Nevada County, Mr. C. T. Tracy, Miss M. Hatch, Rev. C. V. Anthony of Marysville, Mr. A. G. Mershon, Mrs. A. A. Baker, and Miss Julia Driscoll.

State Superintendent Swett was unable to attend, on account of severe illness. Sierra County seems to be thoroughly awake to her educational interests, and under the management of her efficient County Superintendent, I. B. Fish, we predict for her a prosperous future.

Resident Editors' Department.

SAN FRANCISCO SCHOOLS.—We acknowledge the receipt of a copy of the Annual Report of Superintendent Pelton, of the city schools, for the school year ending June 30th. 1866. It is a neat pamphlet of forty-eight pages, and contains valuable and interesting statistical tables. If Mr. Pelton's name did not appear on our covers, as one of the Editors of the TEACHER, we should be inclined to say something complimentary; but as it is, we forbear, lest some ill-natured critic should say it was all in the family.

We have already published many of the statistics of the city schools. Mr. Pelton thus speaks of the condition and progress of the schools:

During the year our school facilities have been greatly increased, and our schools have not only been multiplied in number, but improved, if not perfected, in classification and discipline, in efficiency and usefulness. Not only have several thousands of pupils been added to the schools of the Department, but the general character of scholarship and deportment of those attending has been improving throughout the year—the standard of every merit has been raised higher and higher, till we feel that our public schools may safely be compared with those of any State or country, or be judged from any known and attainable standard of excellence.

He makes the following comparative summary of figures and facts:

Number of pupils enrolled in the Public Schools	11,552
Increase during the year	3,552
Per cent. of increase	30
Number returned as attending private schools	4,403
Decrease during the year	1,047
Per cent. of decrease	23
Number returned per census of 1865–6 as applying for admission to the Public Schools	1,142
Number returned per census 1866–7 as applying for admission to the Public Schools (and these have now been admitted)	55
Decrease	1,087

Last year there were two High Schools, this year there are three. Last year there were six Grammar Schools, this year there are seven. Last year there were twenty-two Primary Schools, this year there are thirty-one.

During the present year ninety-one pupils have been added to the High Schools, 1,206 have been added to the Grammar, and 2,021 to the Primary Department; and eighty-three additional teachers have been employed over the average of the previous year.

The per cent. of increase in the number of teachers in the Public Schools during the past year is forty-three. The per cent. of increase in pupils added to the Public School Department is forty-two and three-tenths. Two-thirds of the increase in pupils have occurred in the Primary Schools.

High Prices of School Books.—We have received from a school trustee a communication complaining of the high prices of school books, and attributing the fact to a monopoly induced by the adoption of a State Series of Text Books.

It is true that school books are high; but so are all other books, and the rise in the price of school books has not been greater than that of miscellaneous books.

When greenbacks were at forty and fifty cents, of course the book dealers in this State could afford to sell cheaper than now, when currency is at seventy cents. The adoption by this State of a text book, such as Willson's Readers, does not, in the least, affect the New York publishing price of the Harpers, because the California demand is but an insignificant item in the immense sale of those readers.

We have taken the pains to secure a comparative table of the wholesale prices of the different series of readers, and find that Willson's costs no more relatively than other series of readers.

The competition of dealers in this State is sure to keep prices down to a reasonable profit; but the high prices in New York cannot be remedied, as those prices are owing to the heavy internal revenue duties on paper and material, and to the inflation of the currency.

The adoption of a uniform State series of text books has saved the people of this State many thousands of dollars, and the present high prices are by no means the result of "a monopoly."

Voice of Connecticut.—We extract the following item from the *Connecticut Common School Journal* for October:

First Biennial Report of the Superintendent of Public Instruction of the State of California, for the years 1866 *and* 1865.—This report of Mr Swett presents the condition of the Public Schools of California in a very favorable light. It shows a large increase in the number of schools and the number of children attending them, and also in the means provided for the support of schools. We condense the following from the report: Whole number of white children between four and eighteen years of age, 95,067; whole number enrolled on Public School registers, 50,089; average number belonging to Public Schools, 33,706; average daily attendance, 29,542; percentage of average daily attendance on the average number belonging to the schools, 88; percentage of average daily attendance on the whole number enrolled, 59; average number of months during which schools were maintained, 7.36; percentage of tardy pupils on the average daily attendance, 8.8; number of Primary Schools, 324; number of Intermediate Schools, 43; number of Grammar Schools, 44; number of High Schools, 6; number of ungraded schools, 530; number of new school houses erected, 102; number of school houses which disgrace the State, 149; whole number of School districts, 821; number which have raised a district tax, 108; number of male teachers employed, 603; number of female teachers, 552; average monthly wages of male teachers, $74; of female teachers, $62; both payable in gold.

We believe no other State in the Union pays its teachers such liberal salaries as California. This report of Superintendent Swett is a valuable document, filled with important statistics and suggestions.

Columbia Hill School District—H. Mullen, teacher. Term closed November 2d. Roll of Honor: Minnie A. Grove, age seven; Helen E. Cobb, age fourteen; John C. Shirley, age seven. The above are eminently worthy of the distinction given them.

THE TEACHER'S VISION.—One of our city teachers has favored us with a copy of the following poem, written some years ago, by J. W. Barker, of Niagara Falls. We deem it worthy of enshrinement in these pages:

The sun had left the meadowland,
And left the glowing hill;
'T was sunset on the rippling streams
That turned the quiet mill:
And thro' the dusty window frame
Some mimic shadows fell
Amid the rows of vacant seats
Where youth were wont to dwell.

Far off upon the village green,
Were heard some wild and varied notes;
Like bursting shells on battle field,
Had burst a hundred noisy throats.
The joy and life of childhood's sport
Were kindling many a pleasure there,
While in the study room a form
Sat dreaming in his "easy chair."

Thro' "real life" the weary day
Had passed away on leaden wings,
And fainter grew the tinted ray
Which hope around the spirit flings.
The words of love, the gems of thought
So kindly given, now seemed to be
The tiny drops of summer rain
That fall upon the yearning sea.

He saw the faithful husbandman
Throw wide around the shining grain,
Then wait, with cheerful, trusting heart,
The inspiring sun and genial rain.
Green grew the fields, and day by day,
He saw the income of his toil,
And autumn, with her golden hand,
With wealth and plenty clad the soil.

Not thus the teacher's earnest eyes
On fields of golden fruitage rest,
Not thus the sun and genial rain
His earnest labor seem to bless.

But often wastes and desert lands
Are clouding all his summer hours,
And only in his quiet dreams,
Are blooming, bright, perennial flowers.

Just then a mine of glittering gems,
More precious than the earth e'er knew,
Unmixed with dross, unstained by rust,
Appeared before his wondering view.
It lay beneath a heavy cloud,
Where idle fancies never dwell,
Where careless foot has never trod,
And mortal visions seldom fell.

"Whence are these gems?" the dreamer said,
"And what the sky that gleams o'er head?"
It cannot be that earthly bliss
Can claim such scenery as this.

"Dost thou remember?" said a voice,
In softest whispers, "that dark day,
When vapors tinged the sunset hills,
And shadows o'er the spirit lay?"
These shining gems are those kind words,
Those thoughts of love so fitly spoken,
That hour of patient, earnest toil,
That kindly look, affection's token.

These are the jewels—precious seed,
Thrown out upon the young mind's soil,
And ne'er a germ is ever lost,
Nor unrequited is thy toil.
Be patient; harvest time will come,
Tho' winter seem to linger long:
Be patient; great is thy reward,
And sweet the triumph of thy song.

THE SAN JOAQUIN CO. INSTITUTE was convened in Stockton, October 31st, and continued its sessions through the week. It was well attended, about 90 per cent. of the teachers of the county being present. Lectures were delivered by the President, Melville Cottle, Esq., on Practical Education; and by Messrs. Burke, Woodward, Rev. Mr. Birdsall, and H. P. Carlton, Principal of State Normal School. That on Language, by Rev. Mr. Birdsall, is said to have been a very fine production. That on Physiology, by H. P. Carlton, is characterized by the Independent as "one of extraordinary interest;" an evidence of the growing interest in that branch of our schools. Miss Slater, of the Nor-

mal School, kept the convention in a lively condition and up to concert pitch, by her exercises in Calisthenics. Miss Kendall, a normal pupil, gave an interesting and instructive exercise in Phonetic elements. Miss Carswell, also from the State Normal School, gave an object lesson on Animals, *based upon a cow:* this exercise was an exceedingly amusing and interesting one. It had been well prepared, was given in an animated style, and developed some astonishing information on the part of the young men who did not appear to be much acquainted, as to details, with the animal in question. There are six or seven pupils from the Normal School, in this county, and their action in the convention was prompt, and their influence manifest. San Joaquin County appreciates normal school instruction, and will be well represented at the school next session. Some other counties we could mention had best wake up and look to their laurels. This convention was a success, and the utmost good feeling existed throughout the session. The Independent says, it was one hundred per cent. ahead of the one held a year ago, owing to a very big disgust created last year by some outsider. Mrs. Edgerton read an Essay on the Relation of Science and Religion; and Mrs. Grove, one upon Woman's Influence on Education, said to have been very fine. Dr. F. O. Barstow, County Superintendent of Calaveras, gave a series of evening readings which were well received and applauded. On the last evening he again read and personated Dr. Valentine's Ventriloquist, causing much mirth; and H. P. Carlton recited Poe's Raven to an attentive and appreciating audience. The Institute closed with a re-union, and all went home to duty, refreshed and invigorated with the exercises and social stimulus of the convention.

Marysville Institute.—The Joint County Institute of the counties of Yuba, Sacramento, Butte, and Sutter, was held at Marysville, October 23d to 28th. About eighty teachers were in attendance, and the exercises passed off pleasantly. The teachers of Sacramento county and city, who are not excelled in professional spirit and pride by any corps of teachers in the State, were there in a body, and added greatly to the interest of the occasion. Able addresses were delivered by Rev. Wm. H. Hill, City Superintendent of Sacramento, Dr. F. W. Hatch, County Superintendent of Sacramento, Rev. C. V. Anthony, of Marysville, D. C. Stone, of Marysville, and Dr. E. J. Schellhouse, of Butte County. A State examination, at which twenty-eight applicants appeared, was conducted by the State Superintendent, and the several county superintendents, assisted by members of the various county boards of examination.

School Statistics.—The whole number of children in this State under fifteen years of age is shown by the last school census to be 136,189. According to the census of 1860, the children under fifteen years of age in the Pacific District comprising California, Oregon, Nevada, Utah, New Mexico, and Washington Territory, constituted twenty-eight per cent. of the whole population.

It is probable that for California alone the children under fifteen constitute thirty per cent. of the entire population, which would give for the present population of California 450,000.

The average number belonging to the public schools in 1865 was 33,706; in 1866, 48,091, showing the large gain of 15,385.

The number of free schools maintained without rate bills has increased from 293 to 453, or a gain of 160. It is safe to assert that more than three-fourths of all the children who attend public schools are included in the "free schools."

The total expenditures for the year are about the same as in 1865; but the school year for 1866 was for ten months only, and of course, the expenditures were only five-sixths as much as a full year of twelve months.

GUYOT'S GEOGRAPHICAL SERIES.—We have received from A. Roman & Co. the first two books of this long expected series—the Primary Geography and the Common School Geography—both published by Chas. Scribner & Co., N. Y. The Primary Geography is small quarto in size, numbering one hundred and eighteen pages; the Common School, large quarto, one hundred and forty-seven pages. Those teachers who are familiar with "Guyot's Earth and Man," and "Physical Maps," will be prepared to expect a radical departure from antique text books—and they will not be disappointed. These books were prepared under the general direction and supervision of Prof. Guyot, by Mrs. Mary H. Smith, of the Oswego Normal and Training School. In a double degree, therefore, these books are full of natural methods; and consequently, cannot fail to be unpopular among teachers who stick to the good old way of teaching geography. Ten years of teaching from the old-style text books, and five years' observation on the same kind of teaching by others, has thoroughly convinced us of the need of a reformation in teaching geography. Our State series of text books is adopted, and cannot at present be changed; but we ask all teachers to obtain these new books, and study them for the purpose of learning how to teach. They are beautifully illustrated; the maps are executed in the highest style of art; the typographical appearance is neat; the binding is substantial; and the subject-matter is the most valuable and the most interesting that we have ever seen inclosed in the covers of a school geography. We have no time to go into any detailed review of the book, and close by quoting from the preface the words of Prof. Guyot:

"During more than nine years it was my privilege to address thousands of teachers in the normal schools of Massachusetts and New Jersey, and in the Teachers' Institutes, on the subject of geographical teaching, and on the reform so much needed in that important department of instruction. To answer their eager and repeated request, I promised my earnest efforts to furnish them with the appropriate instrumentalities, maps and books, needed for carrying out successfully the plan and the method of teaching geography which I so strenuously recommended to them.

"This pledge I have begun to redeem by offering to them, and to all their fellow-laborers in the noble field of public education, the first and most important instrument in that department of knowledge, a series of physical and political wall-maps, without which the best books would be of little avail. These maps, the aim of which is to picture to the eye, in a bold manner, the grand and characteristic traits of the physical structure of the continents, and their relations to the political divisions of the globe, have been constructed entirely anew from all the geographical materials made public up to the date of their issue.

"The nature of our mind is such, that the acquisition of knowledge is always grad-

ual. That gradual process, whatever be the object of our study, has three main stages. We first take a general outside view of the object, or of the field to be studied; we then fairly go into the study of all its parts; last of all we derive from this thorough analysis the means of rising to the knowledge of the laws and principles which regulate and pervade the whole, and we combine all its elements in a well-connected organization, in which the mutual dependence of all the parts and their co-operation to a final end, are clearly understood. The first stage, especially in the study of the globe, and in all the sciences of observation, may be called the *perceptive* stage; the second, the *analytic*; the third, the *synthetic*. The first is preparatory; the second constitutes the bulk of the study; the third is the scientific and final stage of perfected knowledge.

"It is obvious that in each of the three stages the powers of the mind, which are called into prominent action, are not the same. The simple power of perception, through the senses, predominates in the first; the analytical understanding, in the second; the power of generalization, in the third. This successive predominance being precisely the same which obtains in the successive phases of development of the mind during the period of education in its beginning, middle, and end, the mode of presenting the subject must be considerably modified at each of these steps in accordance with those invariable psychological laws.

"I recognize, therefore, three normal grades, those above mentioned, each requiring a special treatment of the subject, and a separate text book.

"The various geographical topics, also, must be presented in each grade in such an order as will enable the pupil to grasp them intelligently, in their natural connection. Here, the order of natural dependence is the rule to be followed: the forms of contour and relief, without which the drainage of a country cannot be understood, before the study of the river systems; the climate before the distribution of plants and animals which it controls; the geography of nature before the geography of man, ethnographical, political, and statistical, which is regulated by the former. Thus each order of facts becomes a sure stepping stone for the intelligent study of the next.

"To disregard either of these two great principles is to insure certain failure. For then, bare memory, unintelligent, and therefore, not retentive, is the sole dependence of the pupil. That wonderful power, instead of being the useful servant it is intended to be, is the sole master and despot of the pupil's mind: and he is put back into that purely mechanical memorizing which makes his knowledge a burden, and of instruction nothing remains but the most empty and passing show.

"Let me close by expressing the sincere wish that the results of so much arduous labor may be productive of some lasting good for the cause of public education. Without that sustaining hope, these various works never would have been begun, nor can they be without it carried to a successful completion."

State Teachers' Institute.—A State Institute will be held in the City of San Francisco, on the first week in May, 1867.

New Books.—The following new books have been received:

Clarke's New Primary Geography. 52 pp. H. H. Bancroft & Co: San Francisco.

The almost simultaneous advent of so many new and very excellent works in Geography would seem to indicate, quite unmistakably, that educators feel a pressing need of better means of presenting this science. The elementary character of the new book shows that it is not so much new *matter* as new *method* that is wanted. As we read the delightful pages, and linger over the truthful pictures, intensely interesting illustrations and beautifully clear maps, so utterly unlike the books of our younger days, we feel a glow of pleasure at the thought

of the delightful paths through which our children are to tread in pursuit of richer fruit than any that ever rewarded us for crawling through the thorny cow-trails of our old Geography. But the brightness of our hopes is shaded by well defined fears that much of the good of all this outlay of care, knowledge, ingenuity, taste, and skill may be lost through the unskillfulness of young, inexperienced, or indifferent teachers. If now some one would only step forth with a geographical sewing machine, by means of which the clumsiest five-thumbed creature alive shall be enabled to tastefully stitch together the beautiful geographical facts which are so lavishly furnished and almost thrust upon us; if, in strict accordance with the American peculiarity of distributing the skill of the gifted *one* among the unskillful *many*, by means of inventions, some real teacher would only arrange a system of *doing the work*, then, indeed, would our pleasure be unalloyed. And here it is: "Clarke's New Primary Geography" is just the book we want, to invest the most inexperienced teacher with a large share of the necessary skill to teach the substance of what is contained in all geographies. It *compels* the teacher to do the book work *rationally*. There are no gaps for want of system; no points are forgotten; nothing is left to chance. The child does not learn Geography, *in course of time*, and *in spite of the teaching*, but learns it rapidly, thoroughly, and unconsciously, as a mere consequence of going through the book. Dr. Clarke is not a geographer, and his series, of which this is the most elementary, are not treatises. He is a teacher, a skilful one, and this little book is a teacher's instrument—nothing more. No mere scholar is competent to judge of its merits; but a teacher, especially one who has examined classes taught by unskillful persons, will see the points readily, and appreciate this contribution to the Art of Teaching. M.

School Government: A Practical Treatise, presenting a thorough discussion of its Facts, Principles, and their Applications, with critiques upon current theories of Punishment, and schemes of Administration. For the use of Normal Schools, Practical Teachers, and Parents. By Frederick S. Jewell, A.M. New York: A. S. Barnes & Co. pp. 308.

Prof. Jewell, of the New York State Normal School, has canceled, in part, at least, the debt which Lord Bacon asserts every man owes to his profession. The discussion is full, systematic, and complete. Each chapter has an analysis of contents, in addition to the general subject. We commend the volume, believing that its suggestions will prove useful to many a teacher, perplexed and annoyed by thoughtless pupils, and seeking what principle most wisely to apply, in order that the ends of good government may be secured.

The Art of Amusing; Being a collection of graceful Arts, merry Games, odd Tricks, curious Puzzles, and new Charades. Together with suggestions for private Theatricals, Tableaux, and all sorts of Parlor and Family Amusements. A volume intended to amuse everybody, and enable all to amuse everybody else; thus bringing about as near an approximation to the Millennium as can be conveniently attained in the compass of one small volume. By Frank Bellew. New York: Carleton. San Francisco: A. Roman & Co. pp. 302.

The long title-page is as good a notice of this volume as can possibly be written.

OUR WORLD, or First Lessons in Geography, by Mary L. Hall. Publisher, Samuel F. Nichols: Boston.

We have examined this little work with great delight. It is written by a lady, who, as a practical teacher of little children, had grown tired of the old-style method of primary geographies. It is intended for beginners, and is based on the natural and common sense method of imparting instruction.

We most earnestly commend it to the attention of all primary teachers who teach geography, whatever text book they may use in the class, forit is full of charming lessons which may be told to the pupils as a relief from the deadness of routine lessons. We call the especial attention of all normal school graduates to this book, for we know they will appreciate it.

SKETCHES FROM LIFE; or, Illustrations of the Influence of Christianity. In two volumes. New York: American Tract Society. San Francisco: H. H. Bancroft & Co. pp. 542, 486.

The *American Messenger* is a monthly journal which has been published for many years by the American Tract Society of New York, and whose circulation among the evangelical churches is numbered by the hundred thousand. These volumes contain selections from that journal. While possessing little literary merit, they embody a great variety of incidents which may be used with excellent effect by Sunday School teachers, and at the prayer meetings of the evangelical churches. Indeed, we have found here many of the stories to which we have listened in such meetings.

A YANKEE IN CANADA. With Anti-Slavery and Reform Papers. By Henry D. Thoreau. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 286.

Here we have what can be seen by a Yankee in a fifteen days' journey through Canada, very pleasantly told. The reform papers are marvelous in their principles. One of them piquantly sets forth the author's experience in a Massachusetts jail, to which he had been consigned for adherence to his principles in respect to paying taxes. We like to read of impracticable philosophers who believe in their own theories; therefore, we like to read these "reform papers." An essay on Carlyle's genius, redeems the appendix from its claims to be considered the work of an insane man.

RED LETTER DAYS IN APPLETHORNE. By Gail Hamilton. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 141.

A book sure to be popular among the children. It is made up chiefly from the author's contributions to the sterling magazine "Our Young Folks," published by Ticknor & Fields.

GRIFFITH GAUNT; or, Jealousy. By Charles Read. With Illustrations. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 214.

THE LIFE AND LIGHT OF MEN. An Essay. By John Young, LL.D. London and New York: Alexander Strahan. San Francisco: A. Roman & Co. pp. 497.

The above works, received too late for examination this month, will receive notice in the next number of the TEACHER.

THE

CALIFORNIA TEACHER.

JANUARY, 1867.

Vol. IV.] SAN FRANCISCO. [No. 7.

CO-EDUCATION OF THE SEXES.

[EDITORIAL.]

We have been asked to write an article on the necessity of the separation of the sexes in our public schools; but as our opinions are quite decided on this point, we shall proceed to give our reasons for their co-education.

We believe that the presence of boys and girls in the same school, far from being injurious to either sex, exerts a mutually beneficial influence. Our belief is based on many years experience in public school teaching, on an extended observation of schools, and on the opinion of the most enlightened and progressive educators.

If we first consider the manner in which boys and girls are brought together in well regulated public schools, it will enable us better to meet objections.

The school-houses, in all the cities and larger towns have separate yards and play-grounds, on opposite sides of the building. The boys and girls enter the school-room by separate doors. In the school-room they meet at hours of intermission, as well as of study, only under the eye of the teacher. The only opportunity of meeting when not under the observation of the teacher, is on the way to and from school. If the mere sight of a boy is dangerous to innocence, then our girls should be sent off to Convents, where they may grow up in blissful ignorance of the existence of boys. If a

pretty face and an occasional salutation of "good morning" be sufficient to turn the heads of our boys, then protect them by all means from such witchery.

The charge of positive immorality, both in thought and act, is frequently brought against the public schools by their open enemies, and not unfrequently, by grand moral reformers, who profess to be friendly. There are some who have no faith in the purity of youth of either sex. They believe in total depravity to the letter. They look upon all association of boys and girls, or men and women as merely animal instinct of the baser kind. They are the moral scavengers, who delight to rake up out of the gutters of impurity, bits of precious scandal, and then retail them for the purpose of gloating over youthful depravity. They put on the great, green goggles of suspicion, and tinge everything with their own jealousy. They seem to regard every boy in small clothes, as an embryo seducer; and every pure-minded school girl as a victim, waiting only an opportunity. We do not propose to argue with these Pecksniffian morality men, who turn up their eyes in holy horror at the awful depravity of human nature in general, and of the public schools in particular. We do not doubt, that impure minded boys and girls are to be found in schools, as well as impure minded men and women are found in society; but they are exceptions to the general rule.

That the tendency of educating boys and girls together, is to excite improper and impure thoughts, we deny. That the standard of morality and propriety, is lower than in schools where the sexes are separated, we also deny. But there are others, who desire a separation of the sexes, not on the ground of the temptations to immoral acts and practices, but on the plea of the "proprieties." They think it may be all well enough for the boys, but then the association tends to blunt the delicate sensibilities of the girls, and to make them rude, and masculine. Fashionable boarding schools for young ladies allow no boys about the premises; and the graduates of these institutions are supposed to be the very pink of propriety. In answer to this objection, we will consider some of the mutual benefits resulting from educating boys and girls together.

The presence of girls in a school-room, throws a strong restraining, and refining influence over boys. They are more attentive to

personal appearance, and neatness of dress; they are more refined in manner, and careful in speech. They have higher feelings of honor and manliness. They stand in wholesome dread of the public opinion of the girls, which frowns down meanness, and profanity and vulgarity. Boys have quite as high feelings of honor as men. The restraining influence of girls over boys, is the same as that of woman over man.

Remove any community of men from the society of women, and what is the result? Does it make them more refined in manner, or purer in thought? In the early days of California, throughout the mines, there were no women; what was the social condition of the thousands of rough men, let loose from the restraints of society? We leave it for those, who like us, have lived in such one-sided society to answer.

The presence of an innocent girl, is the angel which drives from the mind of the boy, any impure thought, and seals his lips against any coarse word. The most debased boy dare not be guilty of an indecent action, or vulgar word in the presence of high-minded girls, just as the basest man shrinks abashed from the presence of a virtuous woman, or hides his depravity under the mask of honor, and politeness.

We believe that girls educated with boys, will grow up into womanhood, with stronger, purer, nobler, better developed characters, than if trained in seclusion. They will be better capable of acting, and thinking for themselves. We think that nowhere can they form better ideas of true manhood, than in the public schools, where ambitious and manly boys are their associates; where mind is made the standard of position, and where true merit commands respect and admiration.

Girls are stimulated to greater mental efforts by the presence of able, and ambitious boys. The surest way to produce romantically diseased imaginations, and to sully the purity of the female character, is to shut out girls from the society of boys, and exclude young ladies from the society of young men. It is a fact which young ladies themselves admit, that in schools for young ladies, exclusively, there is more talk about the other sex, than in institutions where both sexes are educated together. The young miss, with the most romantic notions about love and marriage, who would

soonest elope with a fine coat, and a handsome face, is not the one who has been educated with boys and young men; the sentimental young miss, brought up in some secluded seminary, where men are the myths of fashionable novels, is far more likely to be the simple victim. We believe in making the school room pleasant, in throwing around it every possible charm.

We think that education consists in the development of character more than in the study of text-books. We believe in throwing around boys every refining, restraining, and humanizing influence; in educating them to regard the female character as something pure and holy; in training them to reverence womanhood. We believe in teaching girls to respect manliness and manhood. How can this be done better than in a well regulated school, where the boys and girls mutually educate each other?

We are tired of hearing the cant of this squeamish morality which is thrown into hysterics by the slightest allusion to the sexes. There is a true delicacy of natural feeling, and there is a sham which conceals impurity by imposed silence.

Our public schools are designed to educate boys and girls to become men and women. And hence we would educate the sexes together.

The co-education of the sexes is a characteristic feature of our American Common School system, in contradistinction to the European system of national schools. Everywhere in the United States, except in a few of the largest cities, the boys and girls are educated together in the public schools. What is the result? Are we ready to admit that in France, where boys and girls are carefully educated apart, the standard of morality is higher than with us? Are wives and daughters purer and truer? Is woman more respected there than with us?

The European custom of educating boys and girls in separate schools has been handed down from the middle ages, when education was controlled by the Catholic Church; and the Church enforced celibacy among the clergy, and carried the same principle into education to the extent of separating the sexes in school.

We are no believers either in celibacy of the clergy or the separate education of the sexes. We were born and bred in that benighted corner of the Union, where common schools were first

established, where they have since been nurtured and sustained, and where men and women are taught to think for themselves. Our pleasantest memories of school days are associated with the bright-eyed little girls who came to school in summer mornings, bringing May flowers, and lilacs, and peonies, and pinks in their hands. We loved some of those pretty girls with all the fullness of boyish feeling. We have never forgotten them, and never expect to forget them. God made them beautiful, like spring violets, and gave us hearts to love them. Nobody ever told us it was a sin to love them; nobody ever informed us it was dangerous to play with them, to ramble with them round the pastures after flowers and strawberries. No impure thought ever sullied our affection for them, for no moral reformers had ever poisoned our minds with the notion that boys and girls are innately vicious. Barefoot farmer boys were all of us, with tanned faces and hands used to toil; and farmers' girls, red-cheeked, barefoot too, and dressed in homespun, taught us our first lessons of faith in the purity and nobleness of womanhood. They were our best teachers. They made the old schoolhouse pleasant with the sunlight of their faces, and merry with their ringing laughter. They softened our rough natures. We chose the girls we liked the best at spelling matches, and never were the worse for it. We hauled the girls on sleds in the winter time, and slid on the ice together, and none of us ever thought of evil. Some of us boys even fell in love, and had dim notions in sentimental moments, that away in the future we should marry some of those favourite girls; but the fancies never were realized, and they never did us any harm.

Schoolmaster and schoolmistress are forgotten; the old schoolhouse is in ruins. Two of the boys who sat with us in school, after life's fitful fever, rest in peace in this land, where they found graves instead of gold. We turn with vain longings to the home scenes, which we never expect to revisit. The girls are all married; our hair is turning grey; but we look back upon the past, and feel devoutly thankful that our fathers, and mothers, and teachers had common sense enough to believe in letting boys and girls go to school together.

In this State, out of the 40,000 children who attend the public schools, only about 2,500 are educated in separate schools for boys

and girls. In this city there are two high schools for boys, and one for girls. There are two grammar schools for girls exclusively, and one for boys. All the other schools are attended by both sexes. In Marysville and Los Angeles the boys and girls are separated only in the grammar departments. In all the other schools in the State the sexes are educated together.

It may be advisable in large cities to have some schools in which the sexes are separated, to accommodate the children of parents whose prejudices against sending their girls to school with boys are too strong to be overcome by reason; but we trust the day is far distant when the American Common Schools of our State will imitate the European system, and educate boys and girls separately.

ON TEACHING SPELLING.

[EDITORIAL.

The orthography of the English language is difficult to be learned, and it is not strange that many pupils leave the common schools unable to spell with accuracy. Yet spelling is studiously pursued during the whole course of study, and in most schools, more time is devoted to it than to most other studies. There is an evident defect in the methods of teaching it, which are pursued in many schools. In the ungraded schools, in which teachers are pressed for time, on account of the numerous classes, the lessons in spelling are mostly oral, and are studied from the columns of the school spelling books. Written and oral spelling ought to be combined. The children in primary classes should first be required to print every lesson on the blackboard, or on their slates; and after they have learned to write legibly, to copy their lessons in script. Even in the more advanced classes, the teacher should require the copying of lessons on slate, paper or blackboard, as an indispensable part of its preparation, even for an oral lesson. The eye must be trained to recognize the written form of words. Copying a lesson is one of the best methods of studying it. Then the lessons may be recited orally, or by requiring the pupils to write words from dictation.

It is an excellent plan to require classes occasionally to copy on paper or slate, a page of print from the Reader or Grammar, the exercise to be corrected by an interchange of slates or papers. The papers of the careless pupils will be found full of blunders, notwithstanding they have had the printed page right before their eyes.

The teacher should conduct general exercises once or twice a week, by requiring pupils to make out lists of words in common use, such as the names of the various kinds of flowers, trees, metals, minerals; the names of articles of furniture, implements of agriculture, articles of merchandise, and so on through the whole list of object lessons. Pupils should be required to re-write their own compositions until every word is spelled correctly.

Written spelling takes time, but teachers, who on that account, require only oral lessons, make a very serious mistake. As in most of the schools in the State, more than nine-tenths of the spelling lessons are exclusively oral, we make the following suggestions to young teachers, on the manner of conducting such recitations.

Assign short lessons. Require each pupil to spell every word. Nothing is gained by running over the pages of the speller, leaving ten or twenty per cent. of the words "missed." Permit but one trial on a word. Pupils must not be allowed to guess at the spelling of a word. If they know how to spell it, they can spell it the first time. No assistance whatever should be given to pupils by pronouncing syllables, or by mis-pronouncing words to indicate the spelling. The pupils should be required to pronounce distinctly, each word, after it is dictated by the teacher. Require pupils themselves to detect the errors of the class. The habit of saying "next," only when a word is missed, is a bad one. Dictate the next word, without indicating whether the spelling of the last was right or wrong. All who permit a mis-spelled word to pass them should be marked as failing.

Pronounce words correctly. Any teacher who knows how to use a dictionary, is without an excuse for faulty pronunciation, and yet not unfrequently we have heard teachers mispronounce five words out of twenty-five, in dictating a lesson, either by placing the accent on the wrong syllable, or by giving some vowel a wrong sound. Never repeat a syllable by itself, to aid the pupil. Pronounce every word distinctly, in a natural tone of voice. The

thundering volume of the old-fashioned "spelling tone," adds nothing to the effect of a lesson in orthography.

At times it may be advisable to require the pronunciation of each syllable of the word. As a matter of convenience, advanced pupils may be allowed to spell without re-pronouncing the syllables of long words. On this point N. A. Calkins, Assistant Superintendent of the New York City schools, makes the following suggestions, with which I fully concur:

"The plan of requiring pupils to pronounce each syl-la-ble sep-a-rate-ly while spelling, is one of those customs which have been established by long usage and which continues to be followed more from the force of habit than because there are any good reasons for it. I am unable either from personal experience, or from long observation upon the results of others in teaching spelling, to perceive any benefit arising from taking each word to pieces and treating the several syllables as if they were so many separate words, and then linking them together by repeatedly pronouncing the previous syllables as each successive one is spelled and annexed, thus: p-e-r per, p-l-e-x, plex, perplex, i, i, perplexi, t-y ty, perplexity. Rather than an aid to the pupils either in learning the spelling or the pronunciation of the word, I deem this repeated pronouncing of syllables a needless *perplexity* and hinderance to their progress in attaining the end for which spelling should be taught, viz: *to enable them to write words correctly.*

Every requirement of the teacher that diverts the attention of the pupils from the order and arrangement of the letters that form the word, and from its pronunciation as a whole is a hindrance rather than an aid to their progress in learning to spell. I do not believe that the repeated pronunciation of the separate syllables materially aids in pronouncing the word as a whole. Let the teacher pronounce the word distinctly and correctly, then require the child to pronounce it in the same manner, then to spell it by naming the letters of the given word in their order, making a pause between each syllable, and ending with again pronouncing the word correctly, thus: Com-mand-ment, c-o-m m-a-n-d m-e-n-t, command-ment. Care should be taken always to require the pupils to make a pause between each syllable, while spelling, as a knowledge of the division of syllables is necessary in writing. By the above

plan much time will be saved, and I am satisfied that more rapid progress can be made in teaching spelling, than by the common syllable-pronouncing-method."

Assign a review lesson weekly, selecting the more difficult words. At the end of each month, review the lessons of the past four weeks.

In using Willson's spellers, read the author's instructions, and require the pupils to use each word in constructing a sentence.

MY GRANDMOTHER'S KITCHEN.

Thanksgiving Day has come and gone with all its hallowed associations; Christmas is coming, and the old year is drawing to its close.

To many of us who have made our adopted homes on this Pacific coast, the annual return of the holidays is tinged with shades of sadness. Father and mother, brother and sister, no longer meet us in family gatherings. Grandfather and grandmother are sleeping in the old village churchyard, or are known to us only through the feeble medium of occasional letters.

It is well for us all, whether sad or gay, successful or unsuccessful, alone or with friends, to call to mind our early homes on the other side of the continent, and to think of the dear ones who met us around the family fireside.

We have been living in the past to-night, reading old letters from dear ones, some of whom are dead, and some of whom we never expect to meet again, until our eyes are dim with tears.

In an old scrap-book we find a little sketch written ten years ago, when we fondly hoped our feet would turn back to make our home with a mother whose heart has grown weary in waiting for her only boy. With the hope that it may awaken pleasant reminiscences in the minds of many New England sons and daughters, whose hearts still turn fondly back to the rough old Pilgrim land, we give it a place in the pages of the Teacher.

It is many years since I last trod the nicely scoured floor of my aged grandmother's kitchen, and strangers now gather around its sa-

cred hearthstone; yet I well remember the old fashioned room, and, though far away from the old homestead, pleasant memories come floating through the mist of years. The old farm house in which my grandfather lived was one of those magnificent two-storied shingle palaces found scattered all over New England, erected when timber was abundant and sturdy settlers seemed disposed to use as much of it as possible.

Its unpainted walls were black and weather beaten; warped clapboards, which had loosened their rusty nails when the winds howled round the house, clattered mournfully against one another; the roof was overgrown with green moss, which drew a precarious subsistence from the decaying shingles; huge chamber windows were filled with boards instead of glass, and the whole air of the old building was that of some giant-framed old settler, with a face bronzed and hardened by exposure, and a muscular form clad in a plain, homespun suit of tow and linen. Though the storms of half a century had rocked the frame work of the old house, its timbers were staunch and sound, and, like an old aristocrat, it looked down in contempt on the thin, white walls of the jaunty little modern cottages, springing up like mushrooms in the neighboring village.

But when its large rooms, in long evenings, were warmed by blazing fires in huge fire-places, the interior of the old farm house brightened up, put on a cheerful smile, and stood the representative of New England character—cold, rough, and uninviting to the eye of strangers, but concealing a central fire of deep feeling and true sympathy.

The kitchen extended two-thirds the length of the house, and, being of proportionate width and height, in addition to ordinary uses, served as a grand hall for dances, apple-bees, quiltings, and huskings.

The fire-place which could conveniently swallow half a cord of wood at a mouthful, had a monster oven on one side, and on the other a small seat, where, if the fire was not too hot, one could sit and study the stars twinkling over the top of the chimney. The brick work just over the fire-place, upon which my grandmother used to sharpen old case knives, with a skill absolutely marvelous, was worn quite smooth; and higher up, close to the plastering, were four curious little recesses sunk into the solid masonry, into

which I could just peer by standing on tiptoe in one of the high kitchen chairs. They gave rise to much speculation in my youthful mind, and it was quite an epoch in my childish existence when my curiosity was fully satisfied by ascertaining their use and contents. My grandfather's cider mug, pipe, tobacco, and iron tobacco box were deposited in one; in another, my grandmother's silver-bowed spectacles in a red morocco case, her tin snuff box with a very curious lid, a plethoric little three-cornered pin cushion, filled with pins and darning needles, a tin case of knitting needles, and sometimes her knitting work and a big ball of stocking yarn; the third was ornamented with four copies of "Dudley Leavitt's Almanacs" —blackened by smoke, worn by much turning, and tied together at the corners by a "wax end"—an old pocket Bible in fine print, a Methodist Hymn Book, and a well-thumbed volume of "Pilgrim's Progress," with a startling frontispiece of Apollyon and Christian engaged in terrible conflict; and the last was usually found to contain a bunch of matches, some iron candlesticks, and four smoothed-faced flat-irons.

Upon the hearth-stone of native, undressed granite—worn smooth by long use—stood a sturdy pair of wrought andirons, grim and black, looking sullenly at the sooty back of the fire-place. Above these swung a huge crane, hung all over with crooked hooks of various sizes, from the largest of which was suspended a monster tea-kettle of cast iron, which when tortured and roasted by a blazing fire, always manifested its agony by mournfully singing or getting into a blustering passion and blowing off its heavy cover. Yet, in spite of its asthmatic habits, the old black kettle always did its duty, and supplied my grandmother's little pet earthen tea-pot with a liberal daily allowance of hot water from its iron snout.

At one end of the kitchen was a long row of "dressers," with the lower shelves filled with milk pans of heavy earthenware or bright tin, while on the upper were regularly ranged rows of pewter plates. Two heavy platters, broad as the disc of the sun or the shield of Achilles, were flanked on either side by a host of little round pewter satellites, which, when scoured up by my grandmother's busy hands, shone like massive silver, and seemed a system of brilliant little full moons. My grandmother regards these with peculiar affection, for they were the pride of her wedding dowry.

On the uppermost shelf was conspicuously arranged her China tea set with its diminutive plates, flat saucers, and Lilliputian cups, on which were imprinted funny little Utopian landscapes.

When the old fire-place was filled with a bountiful supply of dry rock-maple and huge pitch pine knots, as an extra stimulus, and the flame went roaring up the great throat of the chimney like a volcanic fire, a hundred little mimic fires danced about the dressers and blazed from the resplendent faces of the king and queen of platters.

Close by the dresser in a corner of the kitchen, stood the old-fashioned eight-day clock, holding up its aristocratic head, and looking down with sovereign contempt, whenever the parlor door was opened, on a little insignificant Yankee wooden time-piece, which modern innovation had placed on the parlor mantel. How I loved to peep into that old clock, to watch the swinging of its great brass pendulum, or, standing in a chair, to peer into the mysterious little window in its head, where could be dimly seen a confused mass of wheels and pivots. This old clock was one of the family. It had ticked away the happiest years of my worthy grandparents. Its *calculating* face had seen my grandmother change from a beautiful bride to a wrinkled and kind hearted old lady; it had seen my grandfather transferred from a sturdy young farmer, exulting in his strength, to an old man in the "lean and slippered pantaloon;" it had watched over a large family of sons and daughters, and trained up to habits of industry, frugality, and economy, and had seen them, one by one, go forth into the world; it had seen many a "paring bee," and ticked away the small hours of many a husking feast; it ticked away the dying moments of both my grandparents, and, for aught that I know, is fagging on as when I last saw it, unconcerned and unmoved as if nothing had ever happened to the family circle, that once loved and cherished it. Close by the clock always stood a great rocking chair with a high, perpendicular back, one wooden arm curiously turned, a leathern string in place of the other, and a great leathern cushion, which had once been used as a "pillion" in days when my grandmother and father used to ride together to church on Sunday.

Near the rocking chair stood a little round light-stand, covered with a white linen cloth, on which lay the "old family Bible,"

whose time colored leaves I so often turned to look at the "Family Record," read chapters full of old fashioned s's, so much like f's, that I could detect no difference, and hunt for pictures of Moses, the Creation and Deluge. Over the entry door hung an old "Queen's Arm," laid up in ordinary, except on the Fourth of July. I regarded that old musket with peculiar veneration; for it had seen some service in its day, and was carried on my grandfather's shoulder in some hard fought battles of the Revolution. Its stock was heavy and clumsy, like those clubbed with effect on old Bunker Hill, and the rust-eaten barrel had a muzzle like a six-pounder. But it was a staunch old "Revolutioner," and I looked up to it with pride, and felt my young heart beat as my grandfather would tell me of his battles and sufferings in the "Times that tried men's souls." It was a dear old relic which taught me the first lessons of patriotism; but the "old arm" eventually fell into the hands of Vandals, and I know not where it is. At the window which opened on the garden, stood the tea table, on which my grandmother used to spread a cloth, white as the driven snow, and place her blue tea set with curious little cups and saucers, on which was painted —if memory serves me right—a rural scene of a Chinese bridge and cottage, a Yankee girl seated on a three legged stool milking a horned cow, and a background of palm trees, lions, and flocks of sheep. But such delicious sage tea as my grandmother poured out into those queer cups! I remember the flavor to this day. And the delectable little cup custards—I shall never forget them.

My dear old grandmother, she little thought while sweetening those cups of tea, she was sweetening the whole life of her little pet, to whose lips the bitter chalice was destined to be often pressed. And, now, far away from the old kitchen, far distant from the friends of New England, the family circle broken—ah! *nevermore* to meet on earth, those early memories come back to me like ministering angels.

CHECKS AND CREDITS.

In our High Schools, and in most of the classes in our Grammar Schools, the rank of each pupil is kept by means of checks and credit, or marks for conduct and recitations; and in estimating rank, it is usual to combine the marks for scholarship with the marks for deportment. There are several objections to the system as at present managed.

1. To mark for each recitation is a great tax on the time and attention of the teacher, and diminishes, to a considerable extent, his direct teaching power. So far as the teacher becomes a mere hearer of recitations, so far this objection ceases to hold good.

2. The difficulty of discriminating with sufficient accuracy to do justice to the pupils.

3. The tendency of the system to make scholars superficial, as the reward of rank is bestowed for passing the recitation, and not for what is treasured up and retained.

4. It is a perpetual temptation to practice deception, and it is probable that a very large proportion of pupils yield to the temptation sooner or later.

5. Conduct and scholarship are things wholly unlike, and to add together the marks indicating these two distinct classes of merit to determine the sum total of the merit of a pupil, is a proceeding as irrational as that of adding the numbers representing the weight and height of a pupil to ascertain the cubical measure of his corporeal figure.

If marks for scholarship were kept distinct from marks for deportment, we should not have so many cases where pupils, who have ranked very high in Grammar Schools, make a surprising descent when put to the examination for the High Schools. I have no serious objection to the ranking of pupils in a school according to their conduct alone, if their merits and demerits are estimated with justice; nor do I object to ranking classes according to their scholarship alone; but it seems to me impossible to combine these two totally dissimilar elements so as to do justice. In support of this position, I am able to cite no less an authority than that of the University of Cambridge, in England. In speaking of the discipline at

that famous seat of learning, Mr. William Everett says, it is "the grand principle that discipline has nothing to do with college rank." In illustration of this principle he cites a case "where a young man was so notoriously irregular in his attendance at chapel that the whole body of his college were determined to send him away for a term; but, as he was expected to take very high rank in an approaching examination, they allowed him, in consideration of that, to remain till the examination was over, and then forced him to 'go down' at once."

Some teachers, fully appreciating these evils of the marking system, have adopted a substitute which has many considerations to recommend it. This substitute consists in determining the rank of pupils by a series of *examinations* at regular and not very distant intervals. This plan may have its objectionable features, though none have occurred to me. But it seems so much better than the present incongruous system that I hope it may be fairly tried. If you examine a class thoroughly once a month, ranking the members according to the result, and then bestow the honors at the end of the year according to the results of the final examination, or according to the combined results of all the trials, it is evident that the medals would be more likely to go to the best scholars than they are on the present system.

It has been said that we cannot abolish the Franklin medal, because we have no legal right to abandon the trust implied in the acceptance of Franklin's bequest for the purpose of instituting the medal. But we are every year violating both the letter and spirit of that trust by bestowing the medals for deportment and as a means of discipline, taken in connection with merit in scholarship, when the terms of the bequest expressly provide that the medals shall be "given as honorary rewards," "for the encouragement of *scholarship*," and nothing else. It may be well to bestow honorary rewards for good conduct, but they ought to be kept distinct from those awarded for proficiency in learning.—*Boston Report of Philbrick*, 1866.

THE MINER.

The eastern sky is blushing red,
The distant hill-tops glowing,
The river o'er its rocky bed
In idle frolics flowing;
'Tis time the pick-ax and the spade
Against the rocks were ringing,
And with ourselves, the mountain stream
A song of labor singing.

The mountain air is fresh and cold,
Unclouded skies bend o'er us;
Banks, rich in hidden dust of gold,
Lie temptingly before us.
We need no Midas' magic wand,
Nor wizard-rod divining;
The pick-axe, spade, and brawny hand
Are sorcerers in mining.

When labor closes with the day,
To simple fare returning,
We while the evening hours away
Around our camp-fires burning;
Stretched round the fading, flickering light,
We watch the stars above us,
Then bid the world and care good night,
And dream of those who love us.

TOPICS FOR OCCASIONAL DISCUSSION BEFORE PUPILS.—Obligations to the Creator. Duties to parents, to teachers. Diligence. Self-conceit. Punctuality. Neatness in appearance and habits. The Golden Rule. Gentleness. True courage is daring to do right. Honesty in word and deed. School Duties. Bad Habits. Courtesy. Patience. Forbearance. On use of profane or improper language. Fidelity to every trust. Avoid bad company. Labor conquers all things. Better suffer wrong than do wrong. Falsehood. Deception. Covetousness. Energy. Thoroughness. System. Food. Sleep. Cleanliness. Force of Example. Lawful and unlawful amusements. Value of a good name. A tree is judged by its fruit. Learning its own reward. Errors of learned men. How to do good and be useful. As we sow, so shall we reap. Speak the truth; act the truth; think the truth.

Department of Public Instruction.

STATE CERTIFICATES.—The following certificates have been issued by the State Board of Examination:

State Diplomas.

Mrs. C. L. Atwood, San Francisco High School Certificate.
Miss Mary E. Clark, New York State N. S. Diploma.
Mr. M. L. Templeton, Sacramento County Examinations.

First Grade Certificates.

Miss L. W. Derby, Bridgewater S. N. S. Diploma.
Mr. J. G. Johnson, Sacramento County Examinations.
Mr. Horace Miller, Nevada County Examinations.

STATE TEACHERS' INSTITUTE.—A State Institute will be held in the City of San Francisco the first week in May, 1867. It will be held during the session of the city schools to afford the teachers from other parts of the State an opportunity to see the practical working of the school system in San Francisco. The exercises will consist mainly of debates and discussions on important school topics. Appearances indicate that the Institute will be the largest ever held in the State.

STATE DIPLOMAS OF 1863.—At the State examination held in May, 1863, in the city of San Francisco, at the session of the State Institute nine State diplomas were issued and nearly one hundred teachers were examined. We make the following record of the whereabouts of the nine teachers who received the diplomas. Thomas C. Barker went east during the war, entered the army, and is now in the State of Massachusetts engaged in business. Stephen G. Nye left the profession of teaching for that of law, was elected District Attorney of Alameda County, and is now practicing law and editing the *San Leandro Gazette.* Bernhard Marks is Principal of a Grammar School in San Francisco. C. C. Cummings is County Superintendent of Mendocino County, and Principal of a school at Ukiah City. T. W. J. Holbrook is Sub-master of the Lincoln Grammar School. J. W. Josselyn is in the County Treasurer's office, Alameda County. Thomas Ewing is dead. Wm. K. Rowell is a teacher in the San Francisco Lincoln High School. Edward P. Bachelor is a lawyer in this city. They have all proved themselves worthy of the State diplomas which they then received.

TABULAR STATEMENT, BY COUNTIES, SHOWING THE RECEIPTS AND EXPENDITURES FOR SCHOOL PURPOSES FOR THE SCHOOL YEAR, OF TEN MONTHS, FROM SEPTEMBER 1ST, 1865, TO JUNE 30TH, 1866.

COUNTIES.	TOTAL RECEIPTS.	TOTAL EXPENDITURES.	Balance on Hand at close of School Year, June 30th, 1866.
Alameda	$31,645 31	$27,200 92	$4,318 20
Alpine	1,712 40	1,449 26	263 14
Amador	11,752 54	9,816 49	2,936 05
Butte	15,616 20	15,256 73	359 47
Calaveras	16,408 57	17,047 05	.....
Colusa	4,117 80	3,852 66	265 14
Contra Costa	13,557 05	9,765 34	3,791 71
Del Norte	1,473 53	1,330 32	143 21
El Dorado	25,043 08	23,344 95	1,698 13
Fresno	1,928 53	1,934 53	.....
Humboldt	7,279 88	6,100 39	1,179 49
Klamath	620 32	601 00	19 01
Lake	2,406 72	2,381 85	24 87
Lassen	4,156 03	3,932 01	224 02
Los Angeles	16,957 72	12,815 23	4,142 49
Marin	6,931 03	4,046 11	2,884 92
Mariposa	5,400 43	4,622 86	777 57
Mendocino	9,065 43	8,922 53	143 11
Merced	2,367 17	1,859 00	503 17
Monterey	6,260 14	5,670 32	589 82
Napa	13,947 74	22,795 97	1,151 77
Nevada	31,086 35	25,960 61	5,125 74
Placer	16,039 66	14,909 63	1,130 03
Plumas	4,438 70	4,107 78	330 92
Sacramento	53,734 44	48,642 97	5,091 47
San Bernardino	3,968 17	3,517 48	450 69
San Diego	1,776 31	889 18	887 13
San Francisco	353,270 53	361,668 84	8,398 31 Dr.
San Joaquin	31,393 65	28,903 39	2,490 26
San Luis Obispo	4,292 33	3,377 88	914 45
San Mateo	8,668 00	4,655 05	4,012 95
Santa Barbara	5,588 21	3,289 46	2,298 75
Santa Clara	42,070 64	34,893 71	7,192 62
Santa Cruz	13,551 51	12,234 99	1,316 52
Shasta	4,782 75	3,941 25	841 50
Sierra	8,532 77	6,253 44	2,279 32
Siskiyou	10,632 47	10,062 26	569 21
Solano	19,564 18	17,720 31	1,843 87
Sonoma	37,479 95	32,385 41	5,094 54
Stanislaus	4,176 69	4,604 67	.....
Sutter	6,698 50	6,007 08	691 42
Tehama	7,101 61	6,598 89	502 72
Trinity	3,366 86	3,437 77	.....
Tulare	5,371 41	5,435 96	64 55
Tuolumne	10,556 75	10,327 15	360 60
Yolo	12,417 42	11,373 94	1,043 48
Yuba	19,754 31	16,983 42	2,770 89
Total	$918,851 59	$859,229 19	$59,621 39

ESTIMATED POPULATION, BY COUNTIES, OF THE STATE OF CALIFORNIA, ON THE BASIS THAT THE SCHOOL CHILDREN UNDER FIFTEEN YEARS OF AGE CONSTITUTE THIRTY PER CENT. OF THE POPULATION.

COUNTIES.	Total Number Census Children under Fifteen Years of Age.	Estimated Population.
Alameda	4,631	15,430
Alpine	231	.....
Amador	2,816	9,380
Butte	2,806	9,350
Calaveras	3,600	12,000
Colusa	956	3,180
Contra Costa	2,682	8,960
Del Norte	299	.....
El Dorado	3,892	12,970
Fresno	486	1,680
Humboldt	1,601	5,330
Inyo	28	.....
Kern	.....	.....
Klamath	197	.....
Lake	995	3,350
Lassen	426	1,420
Los Angeles	3,882	12,940
Marin	1,347	4,490
Mariposa	1,253	4,170
Mendocino	2,301	7,670
Merced	596	1,980
Monterey	2,123	7,000
Napa	2,175	7,250
Nevada	4,970	16,560
Placer	3,123	10,410
Plumas	982	3,670
Sacramento	6,914	23,000
San Bernardino	1,679	5,260
San Diego	454	1,500
San Francisco	30,694	102,313
San Joaquin	5,143	17,140
San Luis Obispo	856	2,850
San Mateo	1,544	5,148
Santa Barbara	1,641	5,470
Santa Cruz	2,780	9,260
Santa Clara	6,509	21,696
Shasta	1,276	4,250
Sierra	1,555	5,180
Siskiyou	1,727	5,756
Solano	4,755	15,850
Sonoma	7,585	25,280
Stanislaus	940	3,460
Sutter	1,739	5,796
Tehama	1,016	3,386
Trinity	728	2,426
Tulare	1,368	4,890
Tuolumne	2,951	9,836
Yolo	2,125	7,080
Yuba	3,126	10,420
Total	136,903	* 456,340

* Fractions included.

ESTIMATED POPULATION OF THE CITIES AND TOWNS OF CALIFORNIA.

The Census of 1860 shows that the number of children under fifteen years of age in the Pacific States and Territories constituted twenty-eight per cent. of the whole population. As the number of children has increased, during the last five years, faster than the adult population, it is safe to estimate that they now constitute thirty per cent. of the population. In the New England States and New York, the children of this age constituted, in 1860, thirty-four per cent. of the population. Taking thirty per cent. as an estimate for this State, the population of the cities and towns will stand as follows:

	Total Number of Children under Fifteen Years of Age—1866.	Estimated Population. 1866.
San Francisco	30,694	102,313
Sacramento	3,481	11,600
San Jose	1,666	5,553
Los Angeles	1,639	5,463
Stockton	1,376	4,580
Grass Valley	1,290	4,300
Oakland	1,284	4,280
Marysville	1,281	4,270
Petaluma	1,147	3,820
Santa Barbara	1,083	3,610
Nevada	999	3,330
Vallejo	857	2,850
Placerville	704	2,340
Sonora	704	2,340
Columbia	643	2,140
Santa Clara	602	2,010
Santa Cruz	588	1,960
Watsonville	566	1,886
Copperopolis	561	1,870
Benicia	503	1,676
Healdsburg	503	1,676
San Bernardino	502	1,676
Napa	499	1,663
Yreka	412	1,373
Red Bluff	405	1,350
Santa Rosa	397	1,323
Visalia	353	1,176
Oroville	335	1,116
Chico	319	1,063
Jackson	281	936
Downieville	280	933

Resident Editors' Department.

A Visit to the Industrial School. — We recently passed a very pleasant half-day at this institution. On account of its distance from the city, it is visited by few except members of the Board of Trustees, and few teachers or citizens seem to be aware of the great importance which it is assuming. The school-room is large, well furnished with desks of the most approved pattern, and quite as pleasant and convenient as the best rooms of the city public schools. The boys' department numbers 161 pupils, of various grades, sizes, and ages, from the primary boy of 6 to the young lad of 18, well advanced in his studies. The advanced, or grammar department, numbers about 60 pupils, and is under the instruction of Mr. John A. Moore, formerly a pupil of the California State Normal School. The intermediate and primary grades are taught by Mr. Thomas G. Tracy, son of the late Judge Tracy. Mr. Tracy was formerly a pupil of the Rincon Grammar School, afterwards of the City High School, then a cadet at West Point two years. From West Point he entered the army as a private, served under Banks in the Red River expedition, and was promoted for good conduct to the rank of first lieutenant in the New York Zouaves. He served under Sheridan in the Valley of the Shenandoah, and was wounded in the battle of Cedar Creek. On the disastrous retreat of the morning, he was struck by a ball in the leg, and the whole line of yelling and pursuing rebels passed over him as he lay senseless on the ground. An hour afterwards, coming to his senses, he was hobbling off to the cover of some trees, when a rebel cavalryman, mounted, pursued him, and cut off his knapsack with a sabre-stroke meant for his head. The rebel received in return a pistol shot which tumbled him from his saddle, and Tracy, mounting the dead rebel's horse, flanked the rebel line in the rear, and rejoined the Union troops, just forming into line under Sheridan, for the glorious victory which followed.

Both departments of the school appeared as orderly, attentive, and studious as the boys of the best city public schools. A piano is much needed by the school, and Gen. H. A. Cobb has volunteered to secure one by subscriptions from liberally disposed citizens. The girls' department numbers 25 scholars, taught by Miss Hutchinson; but we did not have time to visit it. The whole number of inmates in the institution is now over 200, and in consequence of the great increase, the appropriation from the city, of $2,000 per month, is less than the current monthly expenses, in spite of the rigid economy to which everything is reduced. The appropriation ought to have been $3,000 a month. The annual appropriation for the State Reform School is $10,000, and the average number of boys in that School is only about thirty. Col. Wood is

the Superintendent of the Industrial School, and the institution, in all of its departments, seems to be well managed. We recommend the public school teachers to pay it a visit.

WHOSE MISTAKE.—The San Francisco *Times* of December 6th, contained the following item:

"In the same issue of the TEACHER are some calculations in regard to the entire population of California, upon the basis that the children under fifteen, constitute thirty per cent. which gives a total of 450,000. But of the whole number of these children, which is 55,954, San Francisco has 30,694, or about six-elevenths, which would make the present population nearly 250,000. Undoubtedly children under fifteen are in a much larger proportion here than in other parts of the State; but nevertheless this discrepancy would seem to establish a mistake in the TEACHER's computation."

The *Times* made a mistake in its calculations. The whole number of children in the State under fifteen years of age, as stated by the TEACHER, is 136,189, and not 55,954, as assumed in the above item. The population of the towns and cities as given in the statistical table, does not embrace the whole number of children in the State; the rural districts come in for a large share. So on the estimated basis of 30 per cent., which we are confident is a near approximation, the population of California must be set down as 453,963, and the population of San Francisco, at 102,348. A few of the mining towns are doubtless exceptions to the general rule. For instance, Grass Valley has a much smaller proportion of children to adults, than most other towns in the State, on account of the employment of workmen without families, in the quartz mines. The estimated population of this town, as given in the table, elsewhere in the TEACHER, is less than the real number, by one or two thousand.

STATE NORMAL SCHOOL EXHIBITION.—The Normal School closed on the eleventh of December with a very pleasant elocutionary, literary, and calisthenic entertainment, in Lincoln Hall. The readings by the young ladies were excellent, and gave evidence of careful training by their teachers. The singing was good; and the calisthenic exercises were altogether the best we have ever seen. Where all did so well, we do not wish to particularize; though we could mention a few of the readings that were unusually good. We commend the good taste of the pupils and teachers in dispensing with the clap-trap of theatrical imitations, and giving the audience what was infinitely better, a literary treat.

The following was the Order of Exercises: Overture by the Band; Essay—"Mistaken Ideas," Flora Smith; Select Reading—"The Polish Boy," Mary Hart; Essay—"Advertisements," Nettie Gallagher; Select Reading—"Paul Revere's Ride," Mary Heydenfeldt; Song—"God Speed the Right;" Select Reading—"The Children," Katie Clayton; Essay—"The Blessedness of Sleep," Carrie Chase; Select Reading—"The Boys," Mary L. Belding; Essay "Voices," Fannie B. Canfield; Song—"Now the Wind is Blowing," Select Reading—"Hetty McEwen," Maggie Watson; Calisthenics, with Rings—Leaders: Carrie Chase and Lizzie McColliam.

THE NATIONAL LINCOLN MONUMENT ASSOCIATION.

$1,521.46. TREASURER'S OFFICE,
NATIONAL LINCOLN MONUMENT ASSOCIATION.
SPRINGFIELD, Illinois, Nov. 23d, 1866.

Received from Hon. John Swett, per Hon. N. Bateman, fifteen hundred and twenty-one dollars and forty-six cents, contributed by the Public School Children of the State of California, to the funds of said association.

J. H. BEVERIDGE, Treasurer.

Countersigned by O. M. HATCH, Secretary.

STATE OF ILLINOIS,
DEPARTMENT OF PUBLIC INSTRUCTION.
Superintendent's Office, Springfield, Nov. 23d, 1866.

HON. JOHN SWETT, *Sup't Public Instruction, San Francisco, Cal.*

DEAR SIR—I have just had the honor to receive your communication of the thirtieth ultimo, with Bank of California's exchange (3751) on Messrs. Lees and Waller, New York, for fifteen hundred and twenty-one dollars and forty-six cents, currency, being amount of contributions of the Public School Children of the State of California for the "National Lincoln Monument Association." Herewith please find the receipt of Hon. James H. Beveridge, Treasurer of said Association, and countersigned by Hon. O. M. Hatch, Secretary. I cannot close this letter of acknowledgment without expressing to you the deep sense of obligation and gratitude entertained by the entire association towards you for your earnest, disinterested, and patriotic efforts in behalf of the enterprise which we have in view. And I beg that you will accept, for yourself and all who have cöoperated with you in this labor of love and patriotism, and especially to the dear school children of California, who have so touchingly testified their love for Abraham Lincoln, the sincere thanks of the association, and, I may say, of the whole loyal people of Illinois.

I am, dear sir, very truly yours,

NEWTON BATEMAN,
Sup't Pub. Instruction, and Member N. L. M. Association.

POETRY.—The young lady who wrote the following simple stanzas, is hereby tendered the thanks of this editorial sanctum for allowing the Principal of the school which she honors by her presence, to furnish us the copy.

On the beach, beyond the moorland,
Where the white-capped billows play,
Chasing one another alway,
Tossing up their feathery spray:

Once I wandered, seeking pebbles,
And the pretty pink-lipped shell,
Whose soft murmuring, to the listener,
Of its ocean home will tell.

And I found a shell so ugly,
With its seams of black and gray,
That I almost longed to throw it
In the water, far away.

So I broke the shell in pieces,
Throwing one half out of sight;
But upon the other, nestling,
Lay a pearl so pure and white.

Do we not, alas, too often,
Judge each other hastily,
Never thinking of the good deeds,
Which like pearls may hidden be.

Our School Law.—We take pleasure in presenting to the teachers of this State, an extract from a letter of Hon. Newton Bateman, State Superintendent of Illinois, to the Department of Instruction of California. Mr. Bateman, who has revised the School Law of Illinois, is very high authority on all topics relating to Public Schools. He says:

Springfield, November 3d, 1866.

Hon. John Swett, State Supt. Public Instruction, San Francisco, Cal.:

My Dear Sir—I have tried for a long time to find a leisure moment to thank you for a copy of your most admirable, instructive, and valuable Report—and to congratulate you, and the State of California, upon the passage of a common school law of so much wisdom, strength, and vigor. It is, in several important features, a great deal better law than ours, and I shall be glad to refer to it in support of measures for the improvement of our system which I expect to urge upon our next Legislature. I do most sincerely hope that your people will stand by and sustain your new School Law in all of its leading provisions, and give it time to work out its legitimate results—which I shall observe with very deep interest. I am free to say that I can hardly hope that our next Legislature can be brought up to your high-water mark in respect to several vital points in your act.

I also wish to thank you, for myself, and in the name of the National Lincoln Monument Association, for your successful efforts in behalf of that sacred enterprise. We intend to raise $250,000, and hope to erect the grandest historical and monumental structure on this continent.

New York City Schools.—We take pleasure in acknowledging the receipt of the valuable reports for 1865 of the Superintendent, S. S. Randall, and Assistant Superintendents, N. O. Calkins, Henry Kiddle, and William Jones. These reports are full of valuable, interesting, and practical suggestions. New York City last year expended for schools nearly two and a half millions of dollars, employed over two thousand five hundred teachers, and taught in the schools more than two hundred thousand children. The statistics of attendance are as follows:

Schools.	Average Attendance.	Whole No. taught.
Boys' Grammar Schools	13,718	28,937
Girls' Grammar Schools	11,979	26,047
Primary Departments	32,423	82,903
Primary Schools	15,194	38,141
Colored Schools	792	2,074
Male Evening Schools	7,079	17,007
Female Evening Schools	4,408	7,049
Free Academy (estimated)	500	788
Normal Schools	226	569
Corporal Schools	5,183	13,440
Total	91,502	216,955

Roll of Honor.—The following names have been added to the list, from Alviso District No. 5, Alameda County, registered during the past year, Carrie A. Smith, teacher:

Mary L. Brier, Lizzie N. Brier, Clara M. Hawley, Eddie Hawley, Willie Brier, Lucinda Baker.

NEW BOOKS.—The following new books have been received:

TREASURES FROM THE PROSE WRITINGS OF JOHN MILTON. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 486.

We welcome this attempt to restore Milton's prose to the attention of the world. Were readers to study such English as Milton's, there is no doubt many a work now eagerly sought for would pass speedily to oblivion; for through all the convolutions of the sentence a thought worthy of search may be found—a thought which will germinate and bear rich fruit. We have seen books, and that quite recently, which attract from the beginning, but which after all do leave no seed. Milton's prose is hardly attractive at the first. In the selections before us the first sentence occupies half a page, and the second nearly a page and a half. We have, however, many of the finest passages of Milton's numerous productions, and an excellent index which renders every page available for reference. A list of Milton's prose works is added, which we hope may lead some readers of ours to go beyond the valuable compilation of which we are speaking.

A FIRST LATIN READING BOOK: containing an epitome of Cæsar's Gallic Wars, and Lhomond's Lives of Distinguished Romans. With a short introduction to Roman Antiquities; Notes and a Dictionary. By William Smith, LL.D., and Henry Drisler, LL.D. New York: Harper & Brothers. pp. 375.

The introductory portion of this work is enriched by a somewhat lengthy extract from an essay by Prof. Pillans, of the University of Edinburgh, upon the Latin authors used in schools. The Latin selections are interesting; and the notes, we judge from our somewhat hasty examination, to be well arranged for the assistance of the student.

THE PRIMARY UNION SPEAKER. By John D. Philbrick. Boston: Taggard & Thompson. 1866.

This little book of one hundred and fifty pages is full of well selected pieces, adapted to the tastes and capacities of children in primary schools, or low grade grammar classes. We cordially recommend it to teachers as a most valuable compilation.

WILLSON'S FOURTH READER: Intermediate Series. Harper & Brothers: New York.

This new book of the series fully sustains the reputation of those which have preceded it. It is designed for use between the Third and Fourth readers of the regular series. Teachers, who desire to make use of it, can introduce it into schools, as Willson's Series entire has been adopted by the State Board.

CHRISTIAN ETHICS; or, The Science of Duty. By Joseph Alden, D.D. New York: Ivison, Phinney, Blakeman & Co. pp. 170.

A neat little compendium of ethics, treating with great simplicity and clearness of the principles which govern public and private duty in society. Every statement is based upon the Bible. We should regard it as a help to any teacher, while at the same time it would seem to be rather adapted to Bible-class instruction than to a place in the public school system of text books.

THE LIFE AND LIGHT OF MEN. AN ESSAY. By John Young, LL.D. (Edin.) London and New York: Alexander Strahan. San Francisco: A. Roman & Co. pp. 497.

Years ago we were delighted by the style and instructed by the thought of this author's "Christ of History." The volume before us possesses the same vigor of style and earnestness of thought. It seems that Dr. Young was formerly a minister of the United Presbyterian Church, in Scotland, and that he left that position because of his inability to understand the scriptures in precisely the same way with his fellow christians, especially in the views of the church on the doctrine of the atonement. In his recent work, he sets forth at large the results he has reached, and while he may fail to convince his brethren of the accuracy of his present theory, he cannot fail to receive the tribute of their admiration for the spirit he displays, and of their respect for the ability with which he maintains his position.

AN AMERICAN FAMILY IN GERMANY. By J. Ross Browne. Illustrated by the author. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 381.

Whatever J. Ross Browne writes we are glad to read, and this volume contains some of his most readable writings. In every part of the world he seems to have the City of Oakland as a standard by which to compare the state of society, and to pronounce upon its character, as excellent or otherwise. But dear as Oakland is, he recognizes that there may be features worthy of attention in less favored collections of mortals, and in this volume he tells us not only about Germany, but also about Algeria, and the salt mines of Wieliczka, in Poland. Let the people of this coast rejoice in J. Ross Browne, the irrepressible, and buy his books as fast as they are issued.

THE ALBERT NYANZA, Great Basin of the Nile, and Explorations of the Nile Sources. By Samuel White Baker. With Maps and Illustrations. London: MacMillan & Co. Philadelphia: J. B. Lippincott & Co. San Francisco: H. H. Bancroft & Co. pp. 509.

We remember no book of travels which exceeds this in interest. From the first page the reader's attention is commanded and his sympathies are excited. With perfect simplicity of style, and evident truthfulness of narrative, we are informed of the progress, difficulties, weariness, and hopefulness of the months and years devoted to the solution, by Mr. Baker and his heroic wife, of the great geographical problem concerning the sources of the Nile; and finally we stand with them upon the shore of the great inland sea, henceforth to be known as the Albert Nyanza, the great reservoir from which flows the ancient river. It is touching to see the spirit of admiring courtesy felt by Mr. Baker towards Speke and Grant, who discovered the other great lake, the Victoria Nyanza, which shares in the honor of being a Nile source. We cannot too highly commend the volume to the attention of our readers, and we trust the State Board of Education will add to its library list this latest and best of the works connected with the history of modern travels.

DOCTOR JOHNS; being a Narrative of certain events in the Life of an Orthodox Minister of Connecticut. By the author of "My Farm of Edgewood." In two volumes. York: Charles Scribner & Co. San Francisco: A. Roman &. Co. pp. 300, 295.

This story was first published in the *Atlantic Monthly*. The handsome volumes before us serve as a sad reminder of the sentimental times when the "Reveries," and "Dream Life," by the same author, were the favorite companions of our leisure hours. There are sundry pleasant descriptions of New England homes and scenery, and sundry markings out of character that may sometime have actually existed, but which we have met only in novels hitherto. Notwithstanding, we have been pleased with the story, and while regarding it as one of the least valuable of Ik Marvel's books, we find certain traces of his skillful hand through these pages which make us glad to obtain the books. "The King's chaff is as good as any other man's corn."

GOODSON'S DRAWING FROM OBJECTS. Ivison, Phinney, Blakeman & Co.: New York.

This is the work of an able instructor in the Michigan State Normal School; and, as might be expected, treats of drawing in a simple and natural way. We earnestly recommend it to the attention of teachers who believe in progress. It is designed for use in primary and ungraded schools. Small quarto; 54 pages.

THE UNION PICTORIAL PRIMER. New York: Ivison, Phinney, Blakeman & Co.

We have received from the publishers, Sanders' New Pictorial Primer, which is so attractive in its appearance and arrangement, that we almost wish we were a boy, just learning to read. It has gone into the hands of a little "four years' old" of ours. for practical test. Meanwhile, we call the attention of teachers to a charming little book.

PHYSIOLOGY AND HEALTH. By Edward Jarvis, M.D. New York: A. S. Barnes & Burr. 1866. pp. 427.

Among the numerous school physiologies this is one of the very best. The parts relating to "Laws of Health" are particularly valuable; and, altogether, the book is a most excellent one for the teacher's desk, or for school use. The Primary Physiology, by the same author, is equally valuable.

CHARLES LAMB, a Memoir. By Barry Cornwall. Boston: Roberts Brothers. San Francisco: A. Roman & Co. pp. 304.

A book unfolding a poet's view of the genial Elia and his friends. There is no pretense of fine writing about it, but we have read it with great satisfaction. It cannot fill the place of Talfourd's book on Charles Lamb, but it should occupy a position near that excellent work in every library.

RUSSELL'S NORMAL TRAINING.

H. H. Bancroft & Co. have received a new supply of this valuable work, which should be in the hands of every thinking teacher in the State. It is used as a text book in the State Normal School, and in our opinion is the most valuable book of the kind which has ever been published.

MRS. ELLIS' COMPLETE COOK. New York: James Miller. San Francisco: H. H. Bancroft & Co. pp. 142.

It is sometimes said that school ma'ams are not skilled in cookery, but in our opinion this is a slander on the six hundred female teachers in the State; and in support of this opinion we appeal to the hundreds of sensible men who have married them faster than the Department of Instruction could send them out. They make the very best of housewives, and we doubt not many more are emulous of their example; wherefore we predict a good sale of Mrs. Ellis' Cook Book among the six hundred ladies engaged in teaching in this State.

GUIDE TO HEALTH AND LONG LIFE. By R. J. Culverwell, M.D. New York: James Miller. San Francisco: H. H. Bancroft & Co. pp. 110.

Teachers sometimes grow thin, pale, nervous, and dyspeptic; and to all such this reprint of an English work, which has had in England an annual sale of 60,000 copies, will be of value. It is said that the highest ambition of an ancient Greek was to be healthy, beautiful, and rich. Now very, very few of our teachers can hope to be rich, but some of them are very pretty, and all can hope to be healthy. To all invalids our advice is: take exercise, air, and sunshine; stop taking pills; be careful of your diet; buy this book and read it, and you will stand some chance of getting well.

GRIFFITH GAUNT; or Jealousy. By Charles Reade. With Illustrations. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 214.

There can be no doubt of the rare ability displayed in the writings of Charles Reade, and this is manifest in almost every page of the latest work from his pen. We cannot, however, commend Griffith Gaunt for general circulation. We regard it, on the whole, as a disgraceful book.

SUNNYBANK. By Marion Harland. New York: Sheldon & Co. San Francisco: A. Roman & Co. pp. 415.

This story is one of the late civil war. The scenes are laid at Richmond, and at a plantation near the lines of the opposing powers. The leading female characters are represented as keeping diaries to which they entrust the history of their days. The Agatha is Iago drawn over again. The Elinor is an unsuspecting, innocent, peculiar personage who survives great trials, developing the womanhood, day by day, to the end. To say that Marion Harland wrote the book is enough to convince novel readers of its power to interest. It is a sad story; patriotic, well planned, and will, we hope, be a successful venture for the publishers.

THE NATION—Whose prospectus we publish in our advertising pages this month—is one of the ablest papers in the world. We have read it from week to week, since the first number appeared; and while the editors do not expect all their columns to meet with the approbation of all their readers, those who differ in opinion must cheerfully concede the elevated character of the journal, and wish success to its conductors.

THE

CALIFORNIA TEACHER.

FEBRUARY, 1867.

Vol. IV.] SAN FRANCISCO. [No. 8.

[For the California Teacher.]

MEDALS IN SCHOOLS.

The propriety of awarding medals in schools is one of the many points of school usage which depend upon the librations of the good and evil which are known to attend the practice of awarding them, and in reference to which investigators decide in accordance with which of the two, the good or the evil, they suppose to preponderate.

Any system of awarding medals is only a *part* of a more comprehensive system of rewards and punishments, and it is the intention of this article to show that this particular part is subject to all the objections that lie against its whole, to some others that are peculiar to itself; that its accompanying evil greatly overbalances its good, and that it does not and cannot accomplish what is claimed for it.

A medal is a monument testifying to merit. Merit may be evinced either in achievement or in endeavor.

It is now universally conceded that achievement is not a proper ground of award. The best argument in its favor is that it is a measure of endeavor; but it is *not* a measure of endeavor as it is usually reckoned. For if the award be made and this is always the case, on the highest number of merits or the lowest number of demerits, then the few brilliant in-

tellects which are always found in a class of fifty, will be sure of attaining the medal without *any* effort, as against the great majority of the class. The competition is between a *very few* members of the class, and the rest, and especially those who most need a stimulus, are entirely excluded from even the ghost of a chance of obtaining it.

It is clear that a pupil low down in the class may make more strenuous and praiseworthy efforts than one near the head.

Now although the *absolute* achievement of the former, which is made to measure the title to the award, may be *lower* than that of the latter, yet the *relative* achievement, which is the only *just* measure, may be higher, and is not taken into account at all. If it were, the medal would be as accessible to the lowest as to the highest, and very much of the valid objection to the system would be removed.

But achievement in itself is not a proper ground of award in school any more than in life at large. The captain of a ship is not awarded a medal for bringing his charge safely into port; but if through any combination of such circumstances as affect the safety of vessels at sea, the same achievement betokens *extra effort*, then indeed he is considered worthy of being rewarded. The possessor of a brilliant intellect is fortunate enough in the consequences which attend its possession. Certainly we would not think of rewarding the *possession* of it with a medal. Its proper *use* might entitle him to be the recipient of extra honors, but the mere exhibition of it would not. If at any time this fortunately endowed one should come in competition with others similarly endowed, and he should come off victor, then would the achievement be a proper measure of praiseworthy effort, and the medal would be rightly bestowed; but a *nominal* competition with a whole class, is merely an exhibition of intellect, and as such is not entitled to any symbol of merit.

The only proper ground of award is endeavor. The only proper object to be attained by any system of rewards is a healthy stimulation to mental effort. No system of rewards can possibly be efficacious unless its benefits are *really* accessible to every member of the class. A medal under the various methods pursued, is so far from being really accessible to every member of the class, that it is

generally known at the very commencement of the year exactly what small fraction of the class comprises the only competitors for it; and sometimes even the medal scholar, by reason of great superiority of intellect, combined perhaps with unusual maturity, on account of being a year or two behind time, through some cause external to school relations, is actually known on the first day of the school year; so that the great majority of the class, and especially the very ones who most need to be stimulated to exertion, are as effectually cut off from all the benefits to be derived from the system as if they were dismissed from school at the beginning of the year.

No system can be just in its results if accident has anything to do with the award, or if it does not provide for the highly probable contingency of a perfect equality between several members of the same class.

The medal system, on account of its rewarding but a single member of a class, is open to both of these objections to a most obnoxious degree. The successful winner of a medal frequently owes his success to a few merits. Human judgment is very fallible and exceedingly changeable, even in the case of him upon whom the award may depend. A half-day's sickness, an unavoidable detention, a single misapprehension of a question, perhaps even a misapprehension which may be occasioned by too wide a knowledge, or too deep an insight to insure the safe stupidity of a required answer, may settle the question of award against the truly deserving one.

No system is just which assigns, by implication, undeserved honors to the recipient of a reward, and casts, in the same manner, undeserved disgrace upon unsuccessful competitors.

If a yacht win a race, the prize obtained indicates that in one instance all the circumstances were favorably combined for the winner; but it would be manifestly incorrect to attribute the success to any individual element of the combination: as, the build of the boat, the disposition of the ballast, or the skill of the commander. It is only by repeated trials, under a variety of circumstances and under different commanders, that continued success would fairly indicate whether the superiority claimed resides in the yacht, the management, or some other element.

If the victor in a single spelling match, or examination in several branches, were, by a single word or a very few merits, to receive a medal, it would indicate that in this one instance all attendant circumstances were so related as to result in his favor. It would indicate nothing more, and no injustice would be done, by implication, to unsuccessful competitors; but if a number of trials should result in the success of the same one, then, indeed, the medal might truly symbolize positive superiority on his part: but it would be manifestly unjust to attribute superiority to one who, in a single match, comes off victor by the skin of his teeth.

Now, the award of a medal to one who has been in competition with others a whole year, carries with it the idea of daily trials, repeated successes in which had made the superiority of the winner, and, conversely, the inferiority of all the other competitors, indubitable: whereas, in nine cases out of ten, it is merely a neck-and-neck race between several; and the end has all the characteristics of a single trial. It is, therefore, injuriously unjust to attribute, by granting a medal to one, inferiority to those of the class who have amply demonstrated their equality with the winner, through a whole year, but lost, finally, because there was only one medal to be had.

These objections are entirely independent of the characteristics of the teachers, or trustees, who may be intrusted with the duty of awarding medals, and are inseparable from the system. There are others, however, that deserve consideration; but, inasmuch as they may be obviated by a fortunate concurrence of circumstances: such as, teachers of excellent judgment, trustees of impartial disposition, etc., they will not be urged here as arguments against the system; but will be merely mentioned in the following summing up, in which a few repetitions may be found unavoidable.

The improved methods of teaching used in these days, render the acquisition of knowledge so attractive that, in the case of the great majority of pupils, which comprises the most intellectual and ambitious, no stimulus is necessary, or even desirable; and we may safely go one step further, and declare that it is hurtful.

In the case of those pupils, who are not included in the class just named, a stimulus may be desirable, perhaps, to a certain degree even necessary; but the medal system does not reach them at all:

while those whom it does reach, are too often injuriously, and always unnecessarily stimulated to unnatural intellectual exertion.

The gratification of one medal-pupil is purchased at the expense of injustice to several equally deserving. The award is too frequently based upon data which vary without reference to merit. The system improperly elevates achievement above endeavor. It too often makes duty a mere matter of barter. The medal itself becomes improperly the sole object of effort. The excellence of which the medal should be only a symbol, is degraded to a mere means of obtaining that symbol. It engenders in a marked degree selfishness and narrow rivalry, instead of developing a healthy and noble emulation.

There are only two cases in which medals may be properly awarded: first, the impracticable one in which the highest endeavor is the ground of award; and, second, the comparatively useless one which is a mere single match, and resembles a yacht race in its features and in its objects. M.

The English Language.—The words of the English Language are a compound of several foreign languages. The English language may be looked upon as a compilation, both in words and expressions, of various dialects. Their origin is from the Saxon language. Our laws were derived from the Norman, our military terms from the French, our scientific names from the Greeks, and our stock of nouns from the Latin, through the medium of the French. Almost all the verbs in the English language are taken from the German, and nearly every other noun or adjective is taken from other dialects. The English language is composed of 15,734 words—of which 6,732 are from the Latin, 4,321 from the French, 1,665 from the Saxon, 1,669 from the Greek, 691 from the Dutch, 211 from the German, (not including verbs,) 90 from the Welch, 75 from the Danish, 55 from the Spanish, 50 from the Icelandic, 31 from the Sweedish, 41 from the Gothic, 61 from the Hebrew, 15 from the Teutonic, and the remainder from the Arabic, Syriac, Turkish, Portuguese, Irish, Scotch, and other languages.

Department of Public Instruction.

STATE BOARD OF EDUCATION.

SAN FRANCISCO, Dec. 27th, 1866.

The State Board of Education met at the office of the Superintendent of Public Instruction:—present, Dr. Hatch, Mr. Pelton, Mr. Swezey, Mr. Carlton and Mr. Swett;—absent, Gov. Low, Mr. Sibley, Mr. Tonner and Mr. Cottle.

Mr. Swezey was elected Chairman.

The report of the Committee on School Libraries, Messrs. Swett, Sibley and Cottle, was received, amended, and unanimously adopted.

The following communication was received from the State Board of Examination:

To the State Board of Education:

GENTLEMEN:—Under the provisions of the Revised School Law, we recommend the following teachers as eligible to receive Life Diplomas.

The State Board of Examination has determined as a standard of recommendation that the applicants shall have had ten years' experience in teaching, that they shall present good evidence of success in teaching, and of good character, and that they shall have taught school or held the office of State, City or County Superintendent one year after having received a State Educational Diploma.

D. C. Stone, Marysville; J. M. Sibley, Oakland; George Tait, Oakland; C. C. Cummings, Ukiah City; Robert Taylor, Alviso; George W. Simonton, Vallejo; George C. Mack, Solano County; R. K. Marriner, San Francisco; James Denman, San Francisco; Thos. S. Myrick, San Francisco; James Stratton, San Francisco; T. C. Leonard, San Francisco; Theodore Bradley, San Francisco; George W. Bunnell, San Francisco; Ellis H. Holmes, San Francisco; John C. Pelton, San Francisco; Ebenezer Knowlton, San Francisco; Ahira Holmes, San Francisco; W. K. Rowell, San

Francisco; T. W. J. Holbrook, San Francisco; J. D. Littlefield, San Francisco; Ira G. Hoitt, San Francisco; H. N. Nutting, Redwood City; George Brown, Mariposa.

Miss E. W. Houghton, San Francisco; Miss Minnie F. Austin, San Francisco; Miss Mary L. Bodwell, San Francisco; Miss H. M. Clark, San Francisco; Miss Frances Lynch, San Francisco; Mrs. Mary L. Swett, San Francisco.

Signed: JOHN SWETT,
THEODORE BRADLEY,
BERNHARD MARKS,
JAMES STRATTON.

SAN FRANCISCO, Nov. 24th, 1866.

The report was received, discussed, and unanimously adopted. Ayes—Swezey, Hatch, Pelton, Carlton and Swett.

An Outline Map of California, published by H. H. Bancroft & Co., was adopted by unanimous vote of the Board.

Board adjourned, to meet at the call of the Secretary.

STATE AND CITY EXAMINATION OF TEACHERS.

The examination and summing up of the papers of the examination held in the Lincoln school building, December 17th to 20th, were completed by the Board on Monday, December 24th. The City Board of Examination, under the Revised School Law, consists of the President of the Board of Education, the City Superintendent, the State Superintendent, and three professional teachers, elected by the City Board of Education. The members of the present Board are President Winans, Superintendent Pelton, Superintendent Swett, Theodore Bradley, Principal of the Boys' High School, Bernhard Marks, Principal of the Spring Valley Grammar School, and James Stratton, Principal of the Washington Grammar School. The late examination was conducted by Mr. Bradley, Mr. Marks, and State Superintendent Swett.

The examination was conducted in writing, by means of printed questions. Two sets of questions were used; one set for those seeking high grade or grammar school certificates, and the other for primary school certificates.

The grammar examinations included the following branches: Arithmetic, grammar, geography, history of the United States,

methods of teaching, algebra, natural philosophy, physiology, English composition, constitution and government of the United States, school law, orthography, defining, reading and elocution, and penmanship. The primary examination included arithmetic, geography, grammar, history of the United States, spelling, defining, penmanship and reading.

The applicants were known to the examiners of the written papers only by the numbers assigned at the opening of the examination, thus removing any possible chance of favoritism in crediting the papers. The average per centage upon which certificates were to be granted, was fixed by the Board in advance of the examination. The standard for the grammar examination was as follows:

State diploma and grammar masters' city certificates—Eighty-five per cent. and five years' experience in teaching.

Sub-master and first grade certificates—Seventy-five per cent. and two years' experience in teaching.

Second grade State and city certificates—Sixty-five per cent. and one years' experience, or seventy per cent. without experience.

Third grade State and city certificates—Sixty per cent.

For the Primary Examination, the per centages were as follows:

Second grade State and city certificates, valid for Assistants in either Grammar or Primary Schools, eighty per cent. and one year's experience, or eighty-five without experience.

Third grade State and city certificates, for Primary School Assistants, seventy per cent.

State diplomas and grammar masters' city certificates are valid for six years; First grade certificates for four years; Second grade for two years; Third grade for one year. The following is the report of the Board of the lucky and unlucky numbers in the examination:

GRAMMAR EXAMINATION.—State diplomas and grammar masters' certificates—Nos. 42, 31, 50; first grade certificate—No. 3; second grade certificates—Nos. 1, 4, 28, 30, 38, 43, 48, 51, 52; third grade—Nos. 27, 34. Failed—Nos. 32, 36, 45, 47, 53.

PRIMARY EXAMINATION.—Second grade certificates—Nos. 7, 15, 16, 19, 25, 41, 56; third grade—Nos. 5, 6, 8, 10, 17, 33, 39, 44, 49, 57. Failed—Nos. 2, 9, 11, 12, 13, 14, 18, 21, 22, 23, 29, 35, 40, 54, 58.

STATE BOARD OF EXAMINATION.

The Revised School Law requires that this Board shall consist of four professional teachers, holders of State Diplomas, appointed by the Superintendent of Public Instruction, who is *ex officio* Chairman of the Board. At the beginning of the school year, 1866, the State Superintendent appointed as members of the Board, the following teachers: Bernhard Marks, Principal of the Spring Valley Grammar School; Theodore Bradley, Principal of the Boys' High School; James Stratton, Principal of the Washington Grammar School; George W. Bunnell, Principal of the Latin High School. Messrs. Marks, Bradley and Stratton were members of the San Francisco City Board of Examination, elected by the City Board of Examination, and they were appointed to the State Board, both on account of fitness for the position, and for the purpose of holding joint City and State Examinations.

It was necessary to have a State Board composed of members residing in San Francisco, as the frequent communications from County Boards called for semi-monthly, and sometimes weekly meetings during the whole year.

One special State Examination was held in the City of Marysville, October, 1866; and semi-annual State and City examinations have been held in June and December, in the City of San Francisco.

Printed sets of the examination questions used by the Board, have been regularly furnished to each County Board of Examination in the State, and they have been used extensively in county examinations. The heavy expense of printed questions has thus been avoided by County Boards, and a standard approaching some degree of uniformity has been established throughout the State.

STATE EDUCATIONAL DIPLOMAS.

The following is a full list of State Diplomas issued by the State Board, from June, 1866, to January, 1867:

June, 1866. Samuel I. C. Swezey, issued on a New York State Normal School Diploma.

June, 1866. Silas A. White, San Francisco. On California State Normal School Diploma.

June, 1866. Mrs. George W. Bunnell. On San Francisco City High School Certificate.

June, 1866. Mrs. Ira G. Hoitt. On San Francisco High School Certificate.

June, 1866. Philip Prior, San Francisco. On Grammar Master's City Certificate.

July, 1866. Mr. J. B. McChesney, Nevada City. On County Examination, with State papers.

Aug., 1866. George F. Morris, Red Bluff. On County Examination, with State papers.

Aug., 1866. S. M. Gatch, Santa Cruz. On County Examination, with State papers.

Aug., 1866. Mr. J. M. Howe, Sacramento. On County Examinations, and forty years' experience in teaching.

Aug., 1866. Joseph C. Morrill, Camp Douglass, Salt Lake City. Grammar Master's Certificate, San Francisco.

Aug., 1866. James Harlow, Bloomfield, Sonoma County. On Bridgewater, Mass., State Normal School Dip'a.

Sept., 1866. Noah F. Flood, Downieville. On County Examination, with State papers.

Nov., 1866. Mr. M. L. Templeton, Sacramento. On Sacramento High School Certificate.

Nov., 1866. Mrs. C. L. Atwood. On San Francisco High School Certificate.

Nov., 1866. Mary E. Clark, San Francisco High School Certificate.

Dec., 1866. Miss H. A. Willard, San Francisco High School Certificate.

Dec., 1866. Mrs. Dorcas Clark. Issued on Toronto Normal School Diploma.

Dec., 1866. Lorenzo D. Allen. State and City Examination.

Dec., 1866. Lafayette W. Reed. State and City Examination.

Dec., 1866. Harrison D. Gough. State and City Examination.

Dec., 1866. Mrs. Anna E. Dubois. N. Y. S. N. S., and fifteen years' experience in teaching in San Francisco.
Jan., 1867. Mr. H. H. Howe, Sacramento City Examination, Rev. Wm. H. Hill, City Superintendent.
Jan., 1867. Miss Annie Smith. Sacramento City Examination.
Jan., 1867. Miss Caroline Price. Phila. N. S. Diploma, and Principalship of the Philadelphia Model School.
Jan., 1867. William White, Watsonville.
Jan., 1867. John Bagnall, State of Nevada.

STATE DIPLOMAS.

The following is a list of State Diplomas issued from 1863 to June, 1866, with the present residence of the holders:

June, 1863. Thomas C. Barker, Massachusetts.
June, 1863. Stephen G. Nye, Centerville.
June, 1863. Bernhard Marks, San Francisco.
June, 1863. T. W. J. Holbrook, San Francisco.
June, 1863. Joseph W. Josselyn, San Leandro.
June, 1863. Thomas Ewing, Deceased.
June, 1863. William K. Rowell, San Francisco.
June, 1863. C. C. Cummings, Ukiah City.
June, 1863. Edward P. Batchelor, San Francisco.
May, 1864. Augustus Morse, Jr., San Francisco.
Dec., 1864. B. F. Morrison, Massachusets.
Sept., 1864. Azro L. Mann, San Francisco.
June, 1865. A. T. Winn, Napa.
June, 1865. J. D. Littlefield, San Francisco.
June, 1865. George W. Minns, San Francisco.
June, 1865. Henry P. Carlton, San Francisco.
June, 1865. Ahira Holmes, San Francisco.
Nov., 1865. Robert Taylor, El Dorado County.
Nov., 1865. Robert Desty, San Francisco.
Nov., 1865. R. K. Marriner, San Francisco.
Nov., 1865. Mrs. Mary L. Swett, San Francisco.
Nov., 1865. H. N. Nutting, Redwood City.
Nov., 1865. George C. Mack, Binghamton.
Nov., 1865. F. R. Brown, Ione City.

Nov., 1865. George W. Simonton, Vallejo.
Nov., 1865. George Tait, Oakland.
Nov., 1865. Ebenezer Knowlton, San Francisco.
Nov., 1865. Thomas S. Myrick, San Francisco.
Nov., 1865. James Stratton, San Francisco.
Nov., 1865. James Denman, San Francisco.
Nov., 1865. Ira G. Hoitt, San Francisco.
Nov., 1865. T. C. Leonard, San Francisco.
Nov., 1865. Theodore Bradley, San Francisco.
Nov., 1865. George W. Bunnell, San Francisco.
Nov., 1865. Ellis H. Holmes, San Francisco.
Nov., 1865. John C. Pelton, San Francisco.
Nov., 1865. E. Rousseau, Lincoln.
Nov., 1865. J. H. Sumner, San Francisco.
Nov., 1865. Miss Minnie F. Austin, San Francisco.
Nov., 1865. Miss Mary L. Bodwell, San Francisco.
Nov., 1865. Miss Eliza W. Houghton, San Francisco.
Nov., 1865. Miss H. M. Clark, San Francisco.
Nov., 1865. Alfred Higbie, Napa.
Nov., 1865. Miss Frances Lynch, San Francisco.
Nov., 1865. J. M. Sibley, Oakland.
Nov., 1865. John Swett, San Francisco.
Nov., 1865. D. C. Stone, Marysville.
Nov., 1865. George Brown, Mariposa.
Nov., 1865. Miss Mary A. Burlingame, Deceased.
Nov., 1865. Wm. R. Bradshaw, Oakland.

FIRST GRADE STATE CERTIFICATES.

The following is a full list of first grade certificates issued from January 1866 to January 1867:

Jan., 1866. Miss Susie Carey, San Jose. On Cal. State Normal School Diploma, and success in teaching.
M'ch, 1866. Mr. L. H. Van Shaick, Santa Clara. On special State Examination.
June, 1866. Ervin L. Humphrey, San Francisco. On Cal. State Normal School Diploma.

June, 1866. Caroline F. Burrows, Yreka. On New York S. N. S. Diploma.

June, 1866. Abner F. Olinger, Santa Cruz Co. On Cal. S. N. S. Diploma.

June, 1866. Miss Maggie McKenzie, San Francisco. On State and City Examination, 94 per cent.

June, 1866. Mary J. Ritchie, San Francisco. On State and City Examination.

June, 1866. Mr. W. W. McFadden, Alameda. On State and City Examination.

July, 1866. Bertha Comstock, San Francisco. On Cal. S. N. S. Diploma and success in teaching.

Aug., 1866. Lizzie B. Jewett, San Jose. On Cal. S. N. S. Diploma and success in teaching.

Aug., 1866. Annie S. Jewett, San Jose. On Cal. S. N. S. Diploma and success in teaching.

Aug., 1866. Mr. W. Holden. On Alameda County Examination, with State papers.

Aug., 1866. Mr. O. H. Huntley, San Jose. On Santa Clara Co. Examination, with State papers.

Aug., 1866. Mr. Milus Gay, San Jose. On Santa Clara County Examination, with State papers.

Aug., 1866. Mr. W. W. Kennedy, San Jose. County Examination, with State papers.

Aug., 1866. Mary Barnes, Petaluma. On Solano and Napa Co. Examinations, with State papers.

Aug., 1886. Mr. O. H. O'Neill, Alvarado. On Solano and Napa County Examination, with State papers.

Aug., 1866. O. H. La Grange. On Wisconsin Credentials.

Oct., 1866. Julia M. Andrews, Auburn. On Westfield, Mass., State N. S. Diploma.

Oct., 1866. Mr. P. Smith, Sacramento County. On State Examination, Marysville.

Oct., 1866. Mr. S. F. Shoup, Chico. Marysville State Examination.

Oct., 1866. Mr. A. H. McDonald, Sacramento County. Marysville State Examination.

Nov., 1866. Miss L. W. Derby, San Francisco. On Bridgewater, Mass., State N. S. Diploma.

Nov., 1866. Mr. J. G. Johnson, Sacramento County. On Sacramento County Examinations.
Nov., 1866. Horace Miller, Nevada. On Nevada County Examination, with State papers.
Nov., 1866. Isaac Ayer, San Andreas. On County Examinations and success in teaching.
Dec., 1866. Miss Saidie Davis, San Francisco. On California S. N. S. Diploma and success in teaching.
Dec., 1866. Jane Smith, San Francisco. On California S. N. S. Diploma and success in teaching.
Dec., 1866. Carrie P. Field, Santa Cruz. On California S. N. S. Diploma and success in teaching.
Dec., 1866. Clara A. Cummings. On S. N. S. Diploma.
Dec., 1866. Mr. Le Grand Morse. On Mendocino County Examination. C. C. Cummings, Supt.
Dec., 1866. Levi Rackliffe. Sonoma County Examination. C. G. Ames, Supt.
Dec., 1866. T. H. Rose. On County Examinations and success in teaching.
Dec., 1866. Miss Eusebia N. Campbell. On New York State Diploma and success in teaching in this State.
Dec., 1866. Julia P. Brigham. On Framingham, Mass., S. N. S. Diploma and success in teaching in this State.
Dec., 1866. Mary Theresa Hart. State and City Examination.
Jan., 1867. Laura S. Templeton. Sacramento City Examination.
Jan., 1867. Susan F. Gregory. Sacramento City Examination.
Jan., 1867. Mary E. Joy. Sacramento City Examination.
Jan., 1867. Mary E. Sanders. Sacramento City Examination.

FIRST GRADE STATE CERTIFICATES.

The following is a list of first grade certificates issued from June 1863 to Jan. 1866, not including the names of those who have since secured State Diplomas:

June, 1863. Miss H. O. Belcher, Marysville.
June, 1863. Miss Mary A. Casebolt, San Francisco.
June, 1863. Miss Mary R. Harris, San Francisco.
June, 1863. Miss N. B. Diamond, Santa Clara.

June, 1863. George H. Peck, San Francisco.
June, 1863. Eugene T. Thurston, Georgetown.
May, 1864. Miss Helen Satterlee, San Francisco.
May, 1864. William Hale, Jr., San Francisco.
Dec., 1864. Sextus Sheurer, Jr., Massachusetts.
Dec., 1864. Ralph Keeler, San Francisco.
June, 1865. A. W. Peck, Benicia.
Nov., 1865. Geo. E. Houghton, San Jose.
Nov., 1865. S. D. Simonds, San Francisco.
Nov., 1865. E. J. Schellhous, Chico.
Nov., 1865. M. A. Ralph, Sonora.
Nov., 1865. Jno. C. Shipley, State Normal School.
Nov., 1865. R. B. Warren, Jackson.
Nov., 1865. L. H. Jackman, Sacramento County.
Nov., 1865. J. A. Louttit, Brooklyn.
Nov., 1865. J. F. Kennedy, Mayfield.
Nov., 1865. Jno. A. Moore, Martinez.
Nov., 1865. A. S. Hopkins, Solano County.
Nov., 1865. R. P. Davidson, Yolo County.
Nov., 1865. Miss Mary J. Ledlie, San Francisco.
Nov., 1865. Miss Louisa O. Fernald, Santa Cruz.
Nov., 1865. Miss Sarah H. Clark, San Francisco.
Nov., 1863. Miss Ellen A. Evans, Shasta.
Nov., 1865. Sparrow Smith, Sacramento.
Nov., 1865. Isaac Upham, Oroville.

SECOND GRADE CERTIFICATES.

Nov., 1865. Jennie Sheldon, San Francisco. State Examination.
Nov., 1865. Ervin D. Humphrey, San Francisco. State Examination.
Nov., 1865. Mr. R. D. H. Yeckley, Sacramento County. State Examination.
Nov., 1865. Wm. H. Fry, Solano County. State Examination.
Nov., 1865. Miss S. D. Baldridge, San Jose Mission. State Examination.
Dec., 1865. Mr. J. A. Louttit. On Cal. State Normal School Diploma.

Dec., 1865. Mr. J. F. Kennedy. On Cal. State Normal School Diploma.

Dec., 1865. Mr. L. J. Megerlee. On Cal. State Normal School Diploma.

Dec., 1865. Miss Sarah E. Frissell. On Cal. State Normal School Diploma.

Dec., 1865. Miss Mary E. Hall. On Cal. State Normal School Diploma.

Dec., 1865. Miss Mary Pascoe. On Cal. State Normal School Diploma.

Dec., 1865. Miss Jane E. Greer. On Cal. State Normal School Diploma.

Dec., 1865. Miss S. A. Williams. On Cal. State Normal School Diploma.

Dec., 1865. Miss Nettie Doud. On Cal. State Normal School Diploma.

Dec., 1865. Miss Mary H. Estabrook. On Cal. State Normal School Diploma.

Dec., 1865. Miss Maria O'Connor. On Cal. State Normal School Diploma.

Dec., 1865. Miss C. R. Jenner. On Cal. State Normal School Diploma.

June, 1866. Arthur Rodgers. On Cal. State Normal School Diploma.

June, 1866. Nelson S. Trowbridge. On Cal. State Normal School Diploma.

June, 1866. Miss Amy T. Campbell. On Cal. State Normal School Diploma.

June, 1866. Miss Abby A. Carswell. On Cal. State Normal School Diploma.

June, 1866. Miss Almira S. Flint. On Cal. State Normal School Diploma.

June, 1866. Miss Gazina A. Garrison. On Cal. State Normal School Diploma.

June, 1866. Miss Lillie A. Gummer. On Cal. State Normal School Diploma.

June, 1866. Miss Annie M. Holmes. On Cal. State Normal School Diploma.

June, 1866. Miss Sarah E. Miller. On Cal. State Normal School Diploma.

June, 1866. Miss Mary F. Metcalf. On Cal. State Normal School Diploma.

June, 1866. Miss Mary S. Moulthrop. On Cal. State Normal School Diploma.

June, 1866. Miss Mary J. Morgan. On Cal. State Normal School Diploma.

June, 1866. Miss Lizzie A. Morgan. On Cal. State Normal School Diploma.

June, 1866. Miss Frances B. Piper. On Cal. State Normal School Diploma.

June, 1866. Miss Maria L. Soule. On Cal. State Normal School Diploma.

June, 1866. Miss Charlotte F. Stephenson. On Cal. State Normal School Diploma.

June, 1866. Miss Elizabeth White. On Cal. State Normal School Diploma.

June, 1866. Miss Jennie O. Day. On State Certificate renewed.

June, 1866. Miss Clara C. Bowen. On State Examination.

June, 1866. Miss Phœbe Palmer. On State Examination.

Nov., 1866. Miss Mary Ball, Chico. On State Examination.

Nov., 1866. Miss Carrie O. Stone, Marysville. On State Examination.

Nov., 1866. Mr. H. T. Batchelder, Butte County. On State Examination.

Nov., 1866. Mr. Thomas G. Tracy. On State Examination. 93 per cent. on First Grade, with State papers.

Dec., 1866. Mrs. Mattie J. Braly. On Sonoma County Examination. C. G. Ames, Supt.

Dec., 1866. Miss Evlyn Mosse. On State and City Examination.

Dec., 1866. Miss Mary J. Bragg. On State and City Examination.

Dec., 1866. Miss Carrie M. Chase. On State and City Examination.

Dec., 1866. Miss Cloelia M. Lewis. On State and City Examination.

Dec., 1866. Mr. Charles K. Jenner. On State and City Examination.
Dec., 1866. Mr. Henry L. Oak. On State and City Examination.
Dec., 1866. Mr. George F. Boynton. On State and City Examination.
Dec., 1866. Mr. George H. Hancock. On State and City Examination.
Dec., 1866. Mr. George E. Powell. On State and City Examination.
Dec., 1866. Miss Mary Murphy. On State and City Examination.
Dec., 1866. Miss Ada E. Wright. On State and City Examination.
Dec., 1866. Miss Sarah K. Barker. On State and City Examination.
Dec., 1866. Mrs. Mary W. Kincaid. On State and City Examination. 90 per cent.
Dec., 1866. Mrs. Melvina Davis. On State and City Examination.
Dec., 1866. Joseph O'Connor. On State and City Examination.
Dec., 1866. Mrs. Elizabeth Yarney. On State and City Examination.
Jan., 1867. Sophia P. Gregory. On Sacramento City Examination.
Jan., 1867. Evelyn E. Burke. On Sacramento City Examination.
Jan., 1867. Miss Ednah Peirce. On Sacramento City Examination.
Jan., 1867. Miss Ella R. Burke. On Sacramento City Examination.

THIRD GRADE CERTIFICATES.

No. issued from Jan. 1866 to Jan. 1867.....23
Whole No. who failed to obtain any Certificate.....42

SCHOOL LIBRARIES.

List of books adopted by the State Board of Education, December 27th, 1866, for use in Public School Libraries, in accordance with section eighty of the Revised School Law.

JUVENILE LIBRARY.

Books of Instruction and Amusement.

ABBOTT, JACOB and J. S. C. Histories and Story Books as follows:

Illustrated Histories, 28 vols.

Alexander the Great.
Charles the First.
Cleopatra.
Darius the Great.
Genghis Khan.
Henry IV of France.
Julius Cæsar.
Marie Antoinette.
Nero.
King Philip.
Pyrrhus.
Romulus.
Josephine.
William the Conqueror.
Alfred the Great.
Charles the Second.
Cyrus the Great.
Elizabeth of England.
Hannibal.
Hernando Cortez.
Margaret D'Anjou.
Mary, Queen of Scots.
Peter the Great.
Madame Roland.
Richard the First.
Richard the Second.
Richard the Third.
Xerxes.
Life of Washington.

Marco Paul's Voyages and Travels.

In Vermont.
In Boston.
In New York.
Springfield Armory.
Erie Canal.
Forests of Maine.

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TREASURER'S OFFICE,
NATIONAL LINCOLN MONUMENT ASSOCIATION.
SPRINGFIELD, Illinois, Dec. 5th, 1866.

Received from Hon. John Swett, per Hon. Newton Bateman, two hundred dollars and fifty cents, contributed by Children of the Public Schools of California, to the funds of said association.

J. H. BEVERIDGE, Treasurer.

Countersigned by O. M. HATCH, Secretary.

STATE OF ILLINOIS—DEPARTMENT OF PUBLIC INSTRUCTION.
Superintendent's Office, Springfield, Dec. 8th, 1866.

HON. JOHN SWETT, *Sup't Public Instruction, San Francisco, Cal.*

DEAR SIR—I have had the honor to receive your communication of the ninth ultimo, with exchange of Bank of California (3753) on Messrs. Lees and Walker, New York, for two hundred dollars, currency, and fifty cents, postal currency, being balance of amount of contributions of the Public School Children of the State of California for the "National Lincoln Monument Association." Herewith please find the receipt of Hon. James H. Beveridge, Treasurer of said Association, countersigned by Hon. O. M. Hatch, Secretary.

The original of Draft 3731, for $1521.46, was duly received and acknowledged on the twenty-third ultimo.

Very truly yours,
NEWTON BATEMAN,
Sup't Pub. Instruction, and Member N. L. M. Association.

RECORD BOOKS.—A Record Book, ruled and headed for the examination of teachers by County Boards, has been sent from the Department of Instruction to each County Superintendent.

By using these books, a full and permanent record of every applicant will be preserved for reference. The heading "Theory and Practice of Teaching," by a blunder of the compositor, is made to read "Theology and Practice of Teaching." County Boards will understand that teachers are not examined in "Theology."

ROLL OF HONOR OF BROOKLYN GRAMMAR SCHOOL, for the term ending December 4th, 1866. J. A. Louttit.

Girls :—Jennie Shuey, Mary Shuey, and Sarah Shuey.

Boys :—Henry Lynch, Jerome Hart.

Resident Editors' Department.

HEALTH OF SCHOOL CHILDREN.—The Medical School of Middlesex County, Mass., having considered for several successive meetings the influence of Public Schools on the health of children, has authorized the publication of the following maxims as the deliberate opinions of its members:

1st. No child should be allowed to attend school before the beginning of its sixth year.

2d. The duration of daily attendance (*including* the time given to recess and physical exercise) should not exceed four and a half hours for the Primary schools; six hours for other schools.

3d. There should be no study required out of school—unless at High Schools; and *this should not exceed one hour.*

4th. Recess should be devoted to play *outside the school room*—unless during very stormy weather—and as this time rightfully belongs to the pupils, they should not be deprived of it except for some serious offense; and those who are not deprived of it should not be allowed to *spend it in study;* and no child should ever be confined to the school room during an entire session. The *minimum* of recess time should be fifteen minutes in each session, and in Primary schools there should be more than one recess in each session.

5th. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but not as *muscular training.* It should be practiced by both teachers and children for at least *five minutes* in every hour not broken by recess, and should be timed by music. In Primary schools every half-hour should be broken by exercise, recess, or singing.

6th. Ventilation should be amply provided for by *other means than open windows,* though these should be used in addition to the special means, during recess and exercise time.

7th. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in Primary schools the slate should be used more and the books less, and instruction should be given as much as possible on the principles of "object teaching."—*R. I. Schoolmaster.*

LIFE DIPLOMA.—The Life Diplomas awarded by the State Board of Education, will be forwarded on the receipt of five dollars—the fee required by law.

When a sufficient sum has accumulated on the hands of the State Board to defray the expense, a fine lithographic diploma will be issued in duplicate.

THE MARYSVILLE EXAMINATION.—The State Board of Examination has issued a third grade State certificate to Miss Fronie Harvey, who was entitled to the same, on the result of the Marysville examination. The fact that a certificate was not issued to Miss Harvey, at the time the others were sent, was owing to the fact that the State Superintendent, the Secretary of the Board, accidentally omitted the name in filling out the list from the tabular statement of the Board.

At the time the State Superintendent filled out and signed the Marysville certificate, he was barely able to sit up, after a severe fever; which, perhaps, is a partial excuse for the oversight.

Our attention has been called to the omission by a teacher, who states that the State Superintendent has been charged with favoritism, in consequence. There seems to have been no little dissatisfaction about the result of that examination; and for general information of the parties concerned, we make a few statements:

When the State Superintendent left Marysville, the examination was only partially completed. The Board of County Superintendents and teachers, who assisted in conducting the examination, afterwards forwarded the results, in the shape of a tabular statement, to the State Superintendent, who called a meeting of the State Board of Examination, at his own house, when too sick to leave his room.

The Board, by unanimous vote, adopted a standard of per centages which was not high, taking into consideration the fact that the set of papers used was the easiest ever used by the Board.

No changes were made in the tabular statement sent to the Board, except that in two cases where the paper on Penmanship was omitted, the space was filled by twenty-five credits, or fifty per cent. of the perfect standard.

Owing to some misunderstanding, only a part of the applicants wrote a paper on "English Composition;" and in the case of those who did not write the paper, the standard was taken at nine hundred and fifty instead of one thousand credits.

The statement sent to this office was not summed, and owing to the sickness of the Superintendent, the work was given to his clerk. It may be possible that some mistakes were made; if so, the Superintendent is ready to correct them. The charge of "favoritism" is usually raised by some of those who fail in an examination; and the worse the failure, the greater the noise. If any of the disappointed applicants desire it, the State Board has no objection to publishing the names and per centages of all who entered the examination.

The record, however, would not be a creditable one for the profession. That some of the applicants failed to pass on the easiest State examination ever held, is not the fault of the State Board, nor is it the result of the favoritism of the State Superintendent.

STATE NORMAL SCHOOL.—This school opened on the second of January, and every seat is taken, except three or four in the Senior class. No more applicants will be admitted until the opening of the next term in July.

Re-Election of Newton Bateman.—We congratulate the teachers of Illinois on the re-election of Newton Bateman. Himself a practical teacher, he was pre-eminently the teachers' candidate. His former reports are among the very ablest of our State Reports, and we are glad they are to be continued. From the annexed item, which we clip from the Chicago *Evening Journal*, it will be seen that the "Teachers' Candidate" made a good run:

"For Superintendent of Public Instruction—Whole number of votes cast, 350,471. Bateman received 203,230; Crebbs received 147,178. Bateman's majority, 56,061.

"From the above figures it will appear that Dr. Bateman received 194 votes more than Gen. Logan, and 367 votes more than Gen. Smith; also, that his majority is 74 in excess of Gen. Logan, and 700 in excess of Gen. Smith; so that the Doctor leads the State ticket. Whether compilation be made by the aggregate of votes received, or by majorities, this result, when it is considered that his official duties often require him to determine local controversies of a chronic and acrimonious character, in almost every school district of the State, is a very handsome and fitting tribute to the wisdom and impartiality with which he has performed his delicate and responsible duties."

Vallejo Public School.—Superintendent Simonton, the Principal of this school, has proved by his great success, that a teacher can attend to his school and make an excellent County Superintendent in addition.

The following is the Roll of Honor of this excellent school for the last term:

George Hyde, Frank Simonton, Charles Rand, Andrew McKnight, Richard McKnight, Wm. O'Brien, Mathew Walsh, Miss Jeannie Klink, Annie Klink, Mary Tobin, Dorothea Mitchaelis, Miss Ella and Hattie Barbour, Ella Likins, Mary Long, Julia Winegar, Clara Springer, Emma Colby, Theresa Maguire, Katie Kelly, Mary McKnight, Mary Hobbs, Ellen Casey, Mary Mitchaelis, Master John Wentworth, Charles Winegar, John Brownlie, M. Denis, Alfred Knight, John Knight, Miss Addie Doherty, Lizzie Bycroft, and Katie Elliott.

Whole number scholars enrolled for term	303
" " days in attendance	17,817
" " days' absence	2,100
" " times tardy	1,867
Average daily attendance	187
Largest number of scholars at any time	263

Length of term, four and three-quarters months, or ninety-five days.

Bancroft's Outline Map of California and the Pacific States.—This Map, begun two years ago, has just been received by the publishers. It is designed to be used in school, either with or without Clark's Geography. The map is of large size, correctly drawn, beautifully colored, and well mounted. The need of such a map is so evident to all teachers, that it is wholly unnecessary to comment on the importance of securing one for every school.

Roll of Honor—Pioneer School—Santa Clara County: J. B. Taylor, Teacher:

Sallie Easterday, John Easterday, Anistacia Redmond.

SACRAMENTO CITY EXAMINATION.

The following report of the examination of city teachers is taken from the *Sacramento Union:*

EXAMINATION OF CITY TEACHERS.—The City Board of Examination closed last evening its investigation of the papers submitted by the candidates who had been examined for certificates as teachers in the city schools. There were thirty-four in all—ten for a Grammar certificate, eight for an Intermediate, and sixteen for a Primary. The result we give below. All the teachers now engaged in our city schools submitted their written papers, except M. L. Templeton, who holds a State certificate; Miss Jane M. Lyon, whose San Francisco certificate was recognized and indorsed by the Board; and Miss Florence M. Chamberlain, Principal of Primary No. 6, who, on account of ill health, resigns her position, much to the regret of the Board of Education, and the patrons of the school. Besides the city teachers there were seven applicants from outside. With the exception of reading, all the examinations were in writing, the questions being those put forth by the State Board, for the recent session of the Institute at Marysville. For a Primary certificate the candidates were examined in orthography, defining, reading, geography, English grammar, and practical arithmetic. For an Intermediate, in the same, with the addition of penmanship, History of the United States, physiology, School Law of California, and theory and practice of teaching. For a Grammar, the same as the last—more difficult words being substituted—and also in natural philosophy, English composition, algebra, and the Constitution and Government of the United States. Extra credits, not to exceed twenty-five for each, were to be allowed for ability to teach vocal music, drawing, school gymnastics, and for experience in teaching. As to this last item, the Board of Examiners fixed ten years as the limit for the twenty-five marks, and proportionally for a shorter time. Following, also, the example of the State Board, an extra credit of three per cent. was allowed for every paper that was neatly and correctly written, and properly folded and indorsed. This will account for the fact that so many of the applicants apparently exceeded perfection, or the general average of one hundred per cent. The members of the Board were very strict, as well as impartial, in their judgment upon the papers submitted, which were numbered merely, the names of the writers being known only to the Superintendent. Mere slips of the pen were marked as errors, and full deduction made for all mistakes. As a whole, while there were some papers that were in no degree creditable to the authors, it was the unanimous opinion of the Board, as well as of several other experienced teachers who were allowed to inspect the papers, that better ones were never laid before any Board of Examiners. All were obliged to write without any time or privilege being given to refer to any authority, and yet full one-half of the papers may be well characterized as models of correctness, precision, and neatness. They are on file in the Superintendent's office, open to the inspection of all interested, who may desire to see for themselves whether either injustice has been done or undue praise given by the Board. The total result is highly creditable to the proficiency of the present teachers in the city schools. They are justly entitled, as a whole, to rank with those of the first class in the State.

ROLL OF HONOR—Of the Public School, Franktown, Nevada, John Bagnall, teacher, January 8th, 1867:

Eugene Champion, Charles A. Perkins, Andrew H. Perkins, Reuben W. Perkins, John F. Owens, James Twaddle, Edward S. Champion, Thomas Twaddle, William T. Owens, Charles D Champion, Alba S. Woodward, Harvey L. Perkins, Alexander Twaddle, John C. Twaddle, James W. Smith, Ella E. Dunning, Lizzie J. Perking, Martha J. Perkins, Mary J. Owens, Maggie Twaddle, Ada F. Bickford, Zeniria Perking, Alice Perkins.

SACRAMENTO SCHOOLS.—The annual report of Rev. Wm. H. Hill, City Superintendent of the Sacramento City Schools, has been published in the *Sacramento Union*. It is a clear statement of educational matters, showing a most satisfactory condition of the schools. We make the following extracts:

CONDITION AND PROGRESS OF THE SCHOOLS.—It is with pleasure that I can assure you that our schools were never in a better or more flourishing condition than they are at this time. During the year, one new Primary School has been established, and two school houses of wood erected, a more particular notice of which will appear in a subsequent part of this report. The annual examinations, last April, were more thorough and satisfactory than ever before. The graded system still justifies all the good words that have been said of it; and to it, more than to any other cause, may be attributed the real, as well as comparative excellence of our public schools. In the opinion of disinterested visitors, who have examined them, as well as in that of the undersigned, they are second to none in the State; or, if so, only to the best of those in San Francisco. In both cities, we fear not to challenge a comparison, not only with the private schools in our State, excellent as many of them are conceded to be, but with those in the more highly favored cities of the East. I have made it a special duty to visit all the schools at least once in each term, that I might personally inspect their condition and judge of the capability and fitness of the teachers and assistants for their positions.

STATISTICS OF THE SCHOOLS.—For the purpose of comparison, I will copy this paragraph from the report of 1865—premising that the schools of that year were more largely attended than in any previous year:

Number on the roll, 1,458, viz.: males, 749; females, 709. Average attendance, 1,061, or 73¼ per cent. Of the whole number attending, 870 were born in California, 547 in States other than this, and 41 in foreign countries. The pupils were distributed thus: in Primaries, 901; in Intermediates, 270; in Ungraded, 48; in Colored, 47; in Grammar, 147; in High, 45. The average attendance in the Primaries was 69¼ per cent.; Intermediate, 73; in Ungraded, 85½; Colored, 70; Grammar, 87; and High, 77½—being a mean average as above, of 73½ per cent. Classified as to studies, there is this division: in Primer, or A B C Class, 172; spelling, 1,259; reading, 1,236; writing, 1,059; vocal music, 1,162; geography, 856; arithmetic, 925; English grammar, 135; history, 51; algebra, 21; composition, 173; natural philosophy, 19; physiology, 44; geometry, 10; rhetoric, 21; chemistry, 7; Latin, 20; declamation, 89; French, 4.

For the year 1866 I give the statistics for each of the three terms. For that closing in April, there were pupils enrolled, 1,624 viz.: boys, 845; girls, 770. The average attendance was 1,179, or 72½ per cent. Of these 992 were born in California, 479 in other States, and 53 in foreign countries. These pupils were distributed as follows: In the Primaries, 1,036; Intermediates, 200; Ungraded, 42; Colored, 61; Grammar, 150; and High, 45.

For the term ending in August, there were enrolled, 1,720, viz.: boys, 905, girls, 815; average attendance, 1,238, or 72 per cent. Of these, 1,109 were born in California, 504 in other States, and 50 in foreign countries. In the Primaries, 1,032; Intermediates, 357; Ungraded, 37; Colored, 57; Grammar, 181; High, 56.

For the term closing on Friday, December 21st, the following statistics are given in the teachers' reports filed in this office. Number on the roll, 1,524, viz.: boys, 750; girls, 744; average attendance, 1,110, or 72½ per cent. There were born in California, 1,010; in other States, 460; and in foreign countries, 54. The pupils were thus distributed: in the Primaries, 898; Intermediates, 321; Ungraded, 44; Colored, 49; Grammar, 164; High, 48. The average attendance in the Primaries was 70¼ per cent.; in the Intermediates, 75½; Ungraded, 85½; Colored, 75½; Grammar, 73¾; High, 83½. The pupils are thus classified as to studies: in A B C and Primer Class, 124; spelling, 1,310; reading, 1,307; writing, 1,242; vocal music, 1,496; geography, 1,055; arithmetic, 1,266; English grammar, 179; history, 44; algebra, 21; composition, 213; natural philosophy,

13; physiology, 34; geometry, 11; rhetoric, 22; chemistry, 8; Latin, 27; declamation, 18; French, 10; geology, 8; English literature, 8; Greek, 6; botany, 13.

For the whole year, the average number on the roll has been 1,622¾. In 1865, the number was 1,446, showing an increase in 1866 over 1865 of 176.

SALARIES.—The salaries paid the teachers are: For the assistants in the Primary Schools, seven in number, $35 each per month; Assistants in the Intermediate Schools, three in number, $45 each; for the Monitress in the "Ungraded" and Colored School, $15 each; for the Second Assistants in the Grammar School, $65 each; for the First Assistant in the Grammar School, and for the Principals of the Primary and "Ungraded" Schools, $80 each; for the Assistant in the High School and Principals of the Intermediates, $85 each; for the Principal of the Colored School, $90; of the Grammar, $135; and of the High School, $150. The pay roll for the teachers now amounts to $2,040 per month, for ten months in the year. The vacations, during which no salaries are paid, are the month of September and two weeks each at the end of the December and April terms.

DISCIPLINE OF THE SCHOOLS.—On this topic it will suffice to copy and indorse, as appropriate to this year also, this extract from the last annual report:

"Corporal punishment is still administered in all the schools, except the High, but is practically reduced in all to nearly the minimum amount. The teachers, I find, are quite anxious, if it is possible, to return to this office a monthly report that 'No corporal punishment has been inflicted,' and a goodly number of such reports, I am happy to state, have been made during the year. The discipline of such schools, I have noticed, has been no worse on account of this disuse of the rod. As a general thing, there is more disorder in those which return regularly a long roll of the whipped than in the others. When teachers have learned thoroughly to govern themselves, they will have but little trouble with their pupils. No amount of the discipline of the rod will supply the deficiency if that self-training and government is wanting. The suspensions and expulsions during the year have been very few, considering the many hundreds of pupils who have attended school. The precocious rascals, few in number, I am pleased to say, who have undertaken to revenge their expulsion by outrages upon or about the school houses, have soon been taught that such a course is not profitable. I have uniformly placed such under the surveillance of the police, and I have to thank Chief Burke and his assistants for the prompt attention they have uniformly paid to all requests of this character emanating from this office. Their action has diffused a wholesome awe through all the schools, and helped Superintendent and teachers to maintain good order and discipline therein."

THE SCHOOL CENSUS.—The census of the school children in this city, which was taken in June last, exhibits, at least, one pleasing fact. If the number of children be any criterion, then it is very certain that the population of our city has not diminished. The same Marshal, John Tingman, was employed in 1865 and 1866, and the census was never more carefully taken than in these years. The School Law of 1866 changed the apportionment of school money—the range now being from five to fifteen years, instead of from four to eighteen, as heretofore. At the same time, it was provided that all under twenty-one years of age might attend the schools without charge. It appears from the census of 1865, that the whole number of children then in this city under eighteen years of age, was 3,527—while that of 1866 gives us the gratifying fact that the number in June last, under fifteen years, was 3,524, or only three less than there were under eighteen in 1865. By the apportionment, we gain in our comparison with the children in the county, although the number between five and fifteen in 1866 is 151 less than those between four and eighteen in 1865. When it is stated that on account of this change, the City of San Francisco, notwithstanding its great increase of population, actually loses 3,193 on the apportionment—the figures being 20,581 for 1865, and 17,388 for 1866—while Sacramento loses but 151, the inference drawn therefrom, as to the

decided increase in our population, is certainly as legitimate as it is gratifying. The details of the census of 1866 give the following summary: Total number of white children in the city under fifteen years of age, 3,372; colored, 99; Indian, 10; Mongolian, (between five and fifteen) 38; deaf and dumb, 5. Total in the city, under fifteen, 3,524; of these, 264 were returned as attending private schools, as against 359 in 1865.

MONGOLIANS.—Several years since I called the attention of the Board and of our citizens to the rapidly increasing number of Mongolian children in our city, and suggested that at no distant day the question would become an important one—What shall be done with them? Shall they be educated, and thus an effort be made in part to rescue them from the degradation, sin, and crime amidst which they now live? or shall they be left to grow up and add to the moral pestilences in our midst, of which we have an abundance and to spare? Is it not time that some practical answer to these most practical questions should at least be considered—even if no definite plan be adopted? I again commend this subject to our citizens. As a Board we have not as yet the means to establish a school for these Chinese children, nor the power to compel their attendance were one in operation. In San Francisco one has been established, but with what success it has met I am not advised. These children are in our streets. Their mothers, as all know, are, without exception, abandoned women and totally unfit for the work of training up children. These little Mongolians—as any one may test by trial—are precocious fellows, and will become expert thieves and vagabonds if we do nothing for them to avert the evil. Is it wise to close our eyes to the possibilities and almost certainties of the next half-dozen years? Will it not be cheaper to educate, instruct, and save them now than it will be to punish them or suffer from their depredations hereafter? Here is work for the Christian and the philanthropist, and it cannot be commenced too soon. I understand that a Sunday School, attended by some twenty-five or thirty boys and adults, is now taught in the Sixth-street Methodist Church, and with encouraging prospects. Cannot other denominations follow suit, and a half-dozen schools be started instead of this one? Did our funds justify the outlay, I would recommend the establishment of a school for Chinese children immediately, and ask from the proper authorities the power to compel these scores of precocious Mongolians to attend. It is, unfortunately, otherwise, and I can only make my appeal and suggestion to the benevolent and philanthropic public.

COST OF SCHOOLS.—The expenses properly chargeable upon the several schools have been as follows: For the seven Primaries, $10,811.69, being an average of $1,544.52 for each; for the three Intermediates, $5,298.77, an average of $1,766.26 for each; for the Grammar, $4,883.94, or an average of $1,627.98 for each grade; for the High, $3,055.24; for the Ungraded, $1,510.10; and for the Colored, $1,540.97.

The cost per pupil has been $10.95 per year, or $3.63 per term of three and one third months, in the Primary Schools; $16.40 per year, or $5.47 per term, in the Intermediates; $29.60 per year, or $9.87 per term in the Grammar; $61.10 per year, or $20.36 per term in the High; $36.83 per year, or $12.28 per term in the Ungraded; $27.52 per year, or $9.17 per term in the Colored.

THE CALIFORNIA CONTRIBUTION.—The Chicago *Evening Journal* says: "The Hon. Newton Bateman has just received a draft from California for one thousand five hundred and twenty-one dollars and forty-six cents, forwarded by Hon. John Swett, Superintendent of Public Instruction of that State, being the first installment of funds contributed by the public school children of California, for the National Lincoln Monument. No one has entered more generously and heartily into this patriotic enterprise than Mr. Swett, nor have the public school children of any other State a nobler record, in connection therewith, than those of California. All honor to the Golden State of the Pacific, and to her noble Superintendent of Public Instruction."

OBITUARY.—Died, in Placerville, Dec. 12th, 1866, MARY A. BURLINGAME. Miss Burlingame was one of the most earnest, devoted, and accomplished teachers in the State. She first engaged in teaching at Watertown, New York; then her failing health caused her to seek the milder climate of the South, and she was engaged in teaching at Rodney, Mississippi, from 1858 to 1860.

She left the South, for Memphis, on the last boat of the river, before the blockade; and on her way north to Louisville, passed through the lines of both Rebel and Union armies. She arrived in this State in 1863, hoping to find relief in this mild climate from an affection of the throat and lungs. She passed the State examination in May, 1863, secured a State Diploma, and soon after engaged in teaching at Placerville, in which school she was eminently successful, and where she remained two years.

She then accepted a position in the San José Institute, as teacher of Mathematics and higher English studies; but the change of climate from the dry mountain air to the dampness of the seacoast, proved very unfavorable; her health failed, and she returned to Placerville, where, after suffering a year from that most trying disease, consumption, she passed peacefully away from the school of life. All who knew her, loved her, and she was attended during her long sickness, with the utmost kindness by devoted friends. She often said: "God has sent his angels to take care of me."

Miss Burlingame was a teacher of more than ordinary attainments and ability. She excelled in that noblest work of the teacher—the formation of character. Had she lived a few days longer, she would have received a "State Life Diploma" with the list issued December 27th, 1866, by the State Board of Education. [*New York Teacher*, please copy.]

PERSONAL.—Prof. J. M. Sibley, member of the State Board of Education, and recently engaged in the Oakland College School, has been elected as an Assistant Teacher in the San Francisco Boys' High School. Prof. Sibley is a thorough teacher, a ripe scholar, and a genial man, who will fill his new position with credit to himself and the school.

Mr. A. T. Winn, who has recently been engaged in teaching the Napa Grammar School, takes the place of Mr. Sibley in the Oakland College School. Mr. Winn is a successful teacher, who holds a State Diploma, a Diploma of graduation from Harvard College, and, in addition, a good education and ideas of his own.

Mr. John A. Moore has resigned his position as teacher in the Industrial School, and takes charge of the Grammar School at Martinez. He is an experienced and successful teacher.

Capt. Joseph C. Morrill succeeds Mr. Moore in the Industrial School. Mr. Morrill was for six years principal of the Spring Valley Grammar School in this city, in which position he won an enviable reputation as a teacher and a man. After serving in the Army during the war, he comes back to resume his profession of teaching. No man in the State is better fitted for the responsible position which he fills in the Industrial School, and we trust the Trustees will recognize his talents, ability, and peculiar fitness for the place, by paying him a reasonable salary of at least $125 a month.

iss Julia P. Brigham has taken charge of one of the schools at Santa Clara.

THE

CALIFORNIA TEACHER.

MARCH, 1867.

Vol. IV.] SAN FRANCISCO. [No. 9.

[For the California Teacher.]

SCHOOL ORGANIZATION.

E. J. SCHELLHOUS.

At the Teachers' Joint Institute, recently held in Marysville, a desire was manifested by a large number of teachers, to learn something more of school organization and programme of daily exercise. I felt a desire to contribute what I had learned by experience and observation, but was prevented from doing so by being absent a good portion of the time in the examination room. I concluded I would send some thoughts and suggestions on this subject; and if you think they are worthy, you may give them a place in the journal.

The principal objects aimed at, and to be considered, are: First, economy of time and labor; second, methodical procedure that will insure—third, facility and uniformity of operation.

A systematic division of time, and a strict adherence to the order marked out, is certainly an important condition in the arrangement of the exercises of the school-room. The habit of system and order thus formed will be valuable after the school days have passed away.

The evidences of economy characterize all the operations of Nature: so wonderfully exact is she, that not a particle of matter is ever lost, or uselessly employed. We might illustrate this in the process of respiration. The air inhaled into the lungs, after supplying the blood with oxygen, and receiving the waste matter from the

blood, being loaded with vapor and impurities, is still employed in the production of the human voice, with its varied powers of expression and melodious sweetness. Nor is this all: this expired air furnishes to the vegetable world its supply of carbon.

The question is: *How* can we economize time and labor to the best advantage? I answer: By appropriating a certain and definite period of time for each exercise of the day, and strictly adhering to it. This is one of the means, and we cannot attach too much importance to it. It is no easy matter to assign to each scholar his daily routine of study and recitation, giving a just proportion of time to each, and in proper order.

There is such a variety of school houses and school furniture, that no model programme, however perfect in itself, would answer for all and it is only a *general plan*, by which to illustrate the method of arranging a programme, so as to fulfill the indications required, that can be presented. The teacher must exercise his own ingenuity and tact, and apply the order of study and recitation according to the circumstances and conditions of his own school.

The exercises should be regular, uniform, and in such order that the study of each lesson will immediately precede its recitation.

Let us suppose an unclassified school, consisting of forty scholars. Let those who are to learn the alphabet, and call the easiest words at sight, constitute Class A; those able to read easy words, and spell them, make up Class B; those able to read at sight and spell readily in two or three syllables, consist of Class C; those able to read fluently, and spell with facility, form Class D; and all those more advanced will make up Class E. I would make reading the standard of classification, taking, of course, age and other conditions into consideration.

It will be observed that a programme like the following, if strictly carried out, will result in a complete organization of the school. There is no need of an unclassified school, however large, containing more than five divisions; and smaller schools may contain less. In this manner, any school may be as effectually graded, and as systematically conducted, as the best city schools, and conforming equally as well to the grades prescribed by the State Board of Education. This programme is designed to aid young teachers, especially those teaching country schools.

DAILY PROGRAMME.

"A TIME FOR EVERYTHING, AND EVERYTHING IN ITS TIME."

TIME. A.M.	RECITATIONS.	TIME. A.M.	STUDIES, ETC.
H. M.		H. M.	
9 00	General exercises.....	9 00	General exercises.
9 10	A, chart and reading.....	9 10	B, slate. C, D and E, reading lesson.
9 20	B, First Reader.....	9 20	A, slate or blackboard exercise.
9 30	C, Second Reader.....	9 30	B, slate or blackboard exercise.
9 50	D, Third Reader.....	9 50	A, counting objects, one by one, up to 10 or 20. B, grouping objects by twos, threes, etc., up to fives. C, grouping objects by fives up to tens.
10 20	E, Fourth Reader.....	10 20	Recess for A, B and C.
10 40	Recess.....	10 40	Recess.
11 00	A, reading and spelling...	11 00	B, printing spelling lesson on slate. C, mental arithmetic. D and E, written arithmetic.
11 10	B, spelling.....	11 10	A, copying or drawing from chart.
11 20	C, mental arithmetic.....	11 20	B, copying or drawing from chart.
11 30	D, arithmetic	11 30	Intermission for A, B and C.
11 45	E, arithmetic.....	11 45	D, Grammar (Greene's Introductory).
12 00	*Intermission.*	12 00	*Intermission.*
P.M.		P.M.	
1 00	A and B, object lesson.....	1 00	D and E, grammar. C, geography (Allen's).
1 20	C, Allen's Geography.....	1 20	A and B, printing from charts.
1 30	D, grammar.....	1 30	C, drawing from charts.
1 50	E, grammar.....	1 50	D, geography (Cornell's Primary).
2 20	D, geography.....	2 20	E, geography (Warren's Intermediate).
2 40	Recess.....	2 40	Recess. Dismission for A, B and C.
3 00	E, geography.....	3 00	D, spelling.
3 20	Penmanship.....	3 20	Penmanship.
3 40	E, dictation spelling.....		
3 50	D, oral spelling.....		

The programme, thus adopted, should be changed so as to meet the particular requirements of the school; and although it may appear difficult at first, some systematic method of conducting a school must be adopted to insure success.

In large schools, where other studies are pursued, the teacher can preserve the order of his programme by alternating them. Thus reading (Class E) can alternate with physiology, or geography with history, or arithmetic with book-keeping, etc.

Time for reviews of various lessons could be found, by setting aside the regular lessons for some particular day once a week, at the discretion of the teacher, and for other exercises, as spelling, declamation, composition, etc., a part of one day, once a week.

It is the *time* and *order* of exercise that is to be considered: that time may be employed as the teacher sees fit; but the idea is to employ it in some uniform and systematic order.

There is no better method of governing a school that I am aware of, than in keeping every scholar busily employed during school

hours. Idleness is the bane of the school-room, and where children have no time to indulge in mischief, the teacher has little trouble in keeping them out of it.

MULTIPLICITY OF STUDIES.

Among the many causes which tend to render school teaching an irksome routine of trifling duties, and its results too often meagre, are the multiplicity of studies, and the endless subdivisions of the school into classes. These evils present themselves in all grades of schools, from the high to the primary. We have seldom witnessed a more painfully ludicrous exhibition of these faults than was presented in a high school which we visited a short time since, in a neighboring town. The teacher, remarking that he had fallen a *little* behind his time, proceeded to call up his classes; one after another came upon the stand, and he actually heard the recitations of five classes in the space of *twenty-five minutes!* This, we are aware, is an exceptional case, but it is a type of an evil that exists even in some high schools.

A grammar school implies a limited number of classes, and a well graded system; and yet the evil alluded to often proves a sad hindrance to their progress. But a few years since, in one of our New England cities, by the regulations of the school board, the recitations were limited to ten minutes, precluding the possibility of any training of the judgment in recitations, and making fluency the only test of scholarship.

But it is in the district school, with its thirty recitations a day, that the height of the absurdity of the system is reached. At the late educational meeting at Ogdensburg, one gentleman, who has had abundant opportunities for observation, expressed his contempt for the school teaching of our entire country, by declaring it to be a *humbug!* and another gentleman, who has resided at the seat of Government for many years, indorsed the remarks of the first speaker, and pointedly referred to New England in illustration, stating that of many applications for positions under Government, sent to him from all parts of the North, no others were so wretchedly written, or showed such ignorance of epistolary forms,

as those from the young men of New England. As a New England teacher, we were stung by the reproach so publicly visited upon the most deserving and faithful class of men and women in the land. But though the terms of reproach may not have been happily chosen, we could not but feel that the sentiment of the speaker was grounded in fact, and, with some important qualifications, must be admitted. The remarks alluded to had reference to a National Board of Education, or some form of national supervision of all the educational instrumentalities of the whole country. Were there such a department in the General Government, the topic we are discussing would require an early consideration, and the fault would be found to be in the system quite as much as in the teacher, to whom is often assigned an impossible task.

There is a limit to the number of classes in a single branch which one teacher can attend to in a given time, and especially is there a limit to the number of branches that he can teach well at the same time. If the classes are too numerous, the most practical part of the recitation is sacrificed, and the recitation becomes a mere repetition of what has been committed to memory. The acquisitions of the study hours are aliment undigested—a clog, and not a nutriment: education thus conducted is in keeping with the physical habits of a manufacturing people, who are "rung out" at twelve, run to their dinner, bolt it, and rush back to the mill at a quarter to one.

How many classes, then, may a teacher have? To this we reply, the age and condition, the degree of advancement and capacity of his pupils, must determine. In the primary school the exercises should be exceedingly varied, and the recitations, if this term will in any sense apply to the familiar conversations between teacher and pupils in this elementary process of instruction, should not generally exceed fifteen or twenty minutes. For the ordinary grade of grammar schools, where the time is mainly given to recitations proper, the time of a single recitation should not, we think, exceed forty-five minutes—thirty-five may be a better limit. Advancing to the high school, the recitations may extend to forty-five or fifty minutes.

If, now, we have a school session of three hours, we can have ten exercises of fifteen minutes each in the primary school, and

allow a half hour for recesses; four exercises of forty minutes eac in the grammar school, allowing twenty minutes for recess; an three of about fifty minutes each in the high school, with the sam allowance for recess.

All the departments of instruction in the primary school a essentially one. They are so elementary, and the progress fro day to day is necessarily so slight, a good knowledge of the be methods of impressing elementary ideas, tact and patience in pr senting suitable illustrations, are among the important pre-requ sites to successful teaching in this grade; and but a limite amount of daily preparation is required by the competent instruct to give the greatest efficiency to his teachings. There is a onene in all the branches of study, and nothing to render a high degr of success impossible. If, indeed, the text of a child's arithmetic, child's history, a child's geography, a child's botany, and phy ology, is to be crowded into a child's brain, then the case is differe

But if we advance to the grammar school, we shall find re difficulties arising from the multiplicity of studies, not easy to overcome. In this grade, no teacher can teach thoroughly s branches, or profitably instruct ten classes, in a single session three hours.

He may be held responsible for teaching three branches well. I can profitably devote all his leisure hours in preparation for the thr branches of reading, spelling, and English grammar, for instanc Let him become a professor in his art; let him aim to impart t best quality of instruction in vocal culture and the principles oratory, in orthography and etymology, and in the various depa ments of English composition; and upon these alone he c employ all his ingenuity and his strength, with profit to hims and to his pupils. To accomplish this, much careful daily prepa tion will be demanded even of the most thoroughly qualifi teacher.—*Massachusetts Teacher.*

Department of Public Instruction.

ANNUAL APPORTIONMENT OF THE STATE SCHOOL FUND OF THE STATE OF CALIFORNIA, MADE FEBRUARY 4TH, 1867.

REPORT OF THE STATE CONTROLLER.

OFFICE OF CONTROLLER OF STATE,
SACRAMENTO, Cal., February 1st, 1867.

To the Superintendent of Public Instruction of the State of California:

SIR—In accordance with the provisions of "An Act to provide for a system of Common Schools," approved March 26th, 1866, I hereby report the securities belonging to the School Fund to be as follows:

In hands of State Treasurer, in trust for School Fund—	
California State Bonds of 1857	$556,000
California State Bonds of 1860	36,000
Soldiers' Relief Bonds	87,500
Soldiers' Bounty Bonds	46,000
Total (all 7 per cent. Bonds)	$725,500

The amount of money in the School Fund, this day, subject to apportionment, is two hundred sixty-nine thousand one hundred thirteen eighty-six one-hundredth dollars, ($269,113.86) and the sources from which it has accrued are as follows:

Interest on Bonds held by State Treasurer (due July 1st, 1866)		$23,820 41
Interest on Bonds held by State Treasurer (due January 1st, 1867)		25,392 50
Penalties for concealing property from Assessors		636 30
Property Tax of 1864 (5 per cent. on each $100)		721 64
Property Tax of 1865 (5 per cent. on each $100)		17,573 28
Property Tax of 1866 (8 per cent. on each $100)		115,517 61
½ State Poll Tax of 1865		7,194 03
½ State Poll Tax of 1866		42,741 21
Interest on State School Lands		41,370 93
		$274,967 91
From which deduct the following error made in reporting interest on Bonds in hands of State Treasurer, January 1st, 1864	$2,390 05	
Warrant to "California Teacher"	1,404 00	
Certificates of Register of Land Office of Lands proved not property of State, paid by County Treasurers	2,060 00	
		$5,854 05
Amount subject to apportionment		$269,113 86

Very respectfully,
Your obd't serv't,
GEORGE OULTON,
State Controller.

APPORTIONMENT.

Total number of census children between 5 and 15 years of age, entitled to receive school money, 84,024. Amount per child, $3.20.

STATEMENT BY COUNTIES AND SCHOOL DISTRICTS.

ALAMEDA COUNTY.—Alameda, 102; Alvarado, 92; Alviso, 69; Bay, 34; Brooklyn, 260; Centreville, 124; Eden Vale, 153;

Encinal, 56; Eureka, 61; Lincoln, 46; Livermore, 75; Lockwood, 33; Mission San José, 63; Mission Peak, 22; Mowry's Landing, 32; Murray, 59; Oakland, 701; Ocean View, 91; Peralta, 66; Pleasanton, 98; Redwood, 28; San Lorenzo, 90; Sañol, 22; Temiscal, 67; Union, 189; Washington, 57; Warm Springs, 52. Total, 2,742; amount, $8,774.40.

ALPINE COUNTY.—Lincoln, 47; Webster, 55; Franklin, 48; Everett, 19. Total, 169; amount, $540.80.

AMADOR COUNTY.—Amador City, 69; Aqueduct City, 24; Buckeye Valley, 25; Buena Vista, 65; Clinton, 48; Drytown, 98; Fiddletown, 93; Franklin, 22; Forest Home, 58; Ione Valley, 110; Jackson, 196; Jackson Valley, 43; Lancha Plana, 90; Mountain Springs, 34; Miligan, 30; Oneida, 41; Puckerville, 44; Pine Grove, 68; Sutter Creek, 192; Union, 85; Union Church, 70; Upper Rancheria, 42; Van Winkle, 18; Volcano, 71; Williams, 39; Willow Springs, 55; Washington, 83. Total, 1,813; amount, $5,801.60.

BUTTE COUNTY.—Bangor, 40; Bidwell, 23; Butte Valley, 54; Central House, 11; Cherokee, 80; Chico, 193; Canyon Creek, 32; Delaplain, 48; Dayton, 77; Eureka, 36; Evansville, 41; Forbestown, 42; Hamilton, 41; Kimshew, 76; Live Oak, 96; Lone Tree, 34; Messila, 41; Morris Ravine, 18; Mountain Spring, 43; Mud Creek, 62; Oroville, 283; Oregon City, 34; Pine Creek, 59; Rio Seco, 52; Rock Creek, 75; Salem, 20; Sandy Gulch, 46; Stoneman, 18; Union, 17; Upham, 15; Wyandotte, 67; West Liberty, 28; Wyman's Ravine, 35; Osbourn, 12. Total, 1,849; amount, $5,916.80.

CALAVERAS COUNTY.—Altaville, 81; Angel's, 139; Brushville, 107; Camanche, 65; Campo Seco, 88; Cave City, 80; Chili Gulch, 81; Copperopolis, 351; Douglas Flat, 48; Mokelumne Hill, 170; Mosquito Gulch, 45; Murphy's, 210; Negro Gulch, 45; Petersburg, 67; Pleasant Springs, 37; San Andreas, 194; Spring Valley, 45; Telegraph City, 64; Upper Calaveritas, 83; Union, 56; Vallecito, 103; Washington Ranch, 29; West Point, 78. Total, 2,266; amount, $7,251.20.

COLUSA COUNTY.—Butte Creek, 32; Colusa, 100; Franklin, 55; Grand Island, No. 1, 63; Grand Island, No. 2, 72; Grindstone, 27; Indian Valley, 37; Marion, 33; Princeton, 44; Plaza, 45; Stony Creek, 54; Union, 54. Total, 616; amount, $1,971.20.

Supplemental apportionment, for 1866, Grand Island District, 36 children, at $1.39—$50.04.

CONTRA COSTA COUNTY.—Alamo, 100; Amador Valley, 29; Antioch, 86; Carbondale, no apportionment; Central, 53; Excelsior, 27; Green Valley, 39; Iron House, 28; Lafayette, 60; Liberty, 29; Martinez, 163; Morago, 52; Morgan Territory, 21; Mount Diablo, 79; Mount Pleasant, 80; Oak Grove, 81; Pacheco, 185; Pinole, 76; Pleasant Hill, 44; Rodeo Valley, 88; San Pablo, 142; San Ramon, 67; Somersville, 85; Sycamore Valley, 26; Tassajara, 30; Willow Spring, no apportionment. Total, 1,670; amount, $5,344.

DEL NORTE COUNTY.—Crescent, 139; Rowdy Creek, 25; Bradford, 15; Happy Camp, no returns. Total, 179; amount, $572.80.

EL DORADO COUNTY.—Buckeye Flat, 117; Blair's, 59; Cedarville, 25; Carson Creek, 19; Clarksville, 38; Cold Springs, 50; Coloma, 103; Coyotaville, 14; Coon Hollow, 86; Deer Creek, 48; Diamond Springs, 111; Dry Creek, 30; El Dorado, 155; French Creek, 38; Georgetown, 126; Greenwood, 46; Green Valley, 43; Gold Hill, 40; Indian Diggings, 36; Jay Hawk, 50; Kelsey, 60; Latrobe, 77; Missouri Flat, 40; Mountain, 23; Mount Gregory, 22; Mount Aukum, 27; Mosquito, 25; Natoma, 22; Negro Hill, 22; Newtown, no apportionment; Oak Hill, 87; Pilot Hill, 41; Placerville, 428; Pleasant Valley, 67; Reservoir Hill, 67; Salmon Falls, 51; Smith's Flat, 56; Spanish Dry Diggings, 37; Tennessee, 38; Union Town, 49. Total, 2,473; amount, $7,913.60.

FRESNO COUNTY.—Lake, 24; Kingston, 32; Scottsburg, 89; Hazleton, 45; Chinchilla, 76; Millerton, 17. Total, 283; amount, $905.60.

HUMBOLDT COUNTY.—Arcata, 186; Eureka, 229; Bucksport,

82; Table Bluff, 87; Slide, 26; Eel River, 54; Hydesville, 91; Van Duzen, 29; Grizzly Bluff, 52; Island, 34; Ferndale, 77; Mattole, 68. Total, 1,015; amount, $3,248.

INYO COUNTY.—Inyo, 41. Amount, $131.20.

KLAMATH COUNTY.—Klamath, 132. Amount, $422.40.

LAKE COUNTY.—Upper Lake, 95; Franklin, 28; Pleasant Grove, 79; Lake Port, 72; Big Valley, 69; Kelsey Creek, 77; Rincon, 34; Loconoma, 42; Excelsior, 50; Lower Lake, 75; Cinnabar, 36. Total, 657; amount, $2,102.40.

LASSEN COUNTY.—Janesville, 15; Lake, 21; Milford, 34; Richmond, 29; Susanville, 85; Susan River, 31; Soldier Bridge, 14; Stark, 21. Total, 250; amount, $800.

LOS ANGELES COUNTY.—Los Angeles, 1048; El Monte, 188; La Puenta, 111; San Gabriel, 138; Santa Anna, 278; Green Meadows, 140; Old Mission, 151; Los Neitos, 119; Wilmington, 95; Central, 55; Billona, 97; Silver, 84. Total, 2,504; amount, $8,012.80.

MARIN COUNTY.—Franklin, 44; Saucelito, 57; Aurora, 43; Olima, 51; Bolinas, 74; San Antonio, 53; American Valley, 40; Chileno Valley, 31; Halleck, 25; San Rafael, 90; Dixie, 145; San Quentin, 15; Novato, 44; Clark, 18; Tomales, 38; Nicassio, 38; Ross Landing, 53. Total, 859; amount, $2,748.80.

MARIPOSA COUNTY.—Mariposa, 138; Hornitas, 178; Coulterville, 120; Bear Valley, 42; Quartzburg, 87; Princeton, 64; Sherlock's, 28; Sebastopol, 54; Cathay's Valley, 80. Total, 791; amount, $2,531.20.

MENDOCINO COUNTY.—Anderson, 86; Buchanan, 117; Big River, 180; Calpella, 34; Central, 33; Counts, 42; Cayote, 28; Fish Rock, 15; Garcia, 24; Gualla, 12; Gaskill, 45; Long Valley, 55; Little Lake, 66; Upper Little Lake, 43; Indian Creek, 23; Potter Valley, 58; Punta Arena, 29; Red Wood, 55; Little River, 94; Round Valley, 99; Sanel, 100; Union, 72; Ukiah, 246. Total, 1,556; amount, $4,979.20.

From this amount deduct $16, amount overdrawn in favor of this County at the last State apportionment, leaving balance due, $4,963.20.

MERCED COUNTY.—Merced Falls, 43; Jefferson, 189; Pioneer, 81; Jackson, 54. Total, 367; amount, $1,174.40.

MONTEREY COUNTY.—Monterey, 399; San Juan, 342; Carmel, 127; Alisal, 102; Natividad, 105; Tembladero, 70; Springfield, 37; Lindley, 54; Carrollton, 122; San Antonio, 85. Total, 1,443; amount, $4,617.60.

NAPA COUNTY.—Buchanan, 89; Carneros, 42; Chiles, 53; Cherry Valley, 48; Capel Valley, 18; Franklin, 19; Howard, 49; Hot Spring, 28; Jefferson, 60; Liberty, 54; Monroe, 58; Mountain, 22; Napa City, 303; Pope Valley, 28; Redwood, 47; Suscol, 54; St. Helena, 189; Soda Cañon, 35; Tucker, 48; Upper Pope Valley, 17; Wooden Valley, 64; Yount, 34. Total, 1,359; amount, $4,348.80.

NEVADA COUNTY.—Altamont, 95; Allison Ranch, 91; Birchville, 50; Chalk Bluff, 69; Clear Creek and Penn, 73; Cherokee, 68; Columbia Hill, 54; Eureka, 114; Forest Springs, 166; French Corral, 68; Grass Valley, 774; Kentucky Flat, 43; Little York and Lowell, 61; Mooney Flat, 38; Nevada, 572; North San Juan, 153; North Bloomfield, 55; Oakland, 95; Omega, 27; Pleasant Valley, 37; Quaker Hill, 27; Rough and Ready, 95; Spencerville, 44; Sweetland, 77; Washington, 34. Total, 2,980; amount, $9,536.

PLACER COUNTY.—Auburn, 131; Bath, 35; Coon Creek, 24; Dry Creek, 59; Deadwood, 13; Dutch Flat, 201; Forest Hill, 153; Franklin, 49; Gold Hill, 38; Gold Run, 88; Iowa Hill, 89; Illinoistown, 207; Last Chance, 22; Lisbon, 22; Lincoln, 90; Lone Star, 13; Michigan Bluff, 93; Mount Pleasant, 29; Neilsburg, 36; Newcastle, 57; Norwich, 27; Ophir, 65; Pleasant Grove, 20; Rattlesnake, 48; Rock Creek, 42; Smithville, 50; Stewart's Flat, 35; Todd's Valley, 47; Union, 15; Wisconsin Hill, 29; Washington, 32; Yankee Jim, 55. Total, 1,914; amount, $6,124.80.

PLUMAS COUNTY.—Taylor, 70; Greenville, 87; Mohawk, 50; La Porte, 76; Crescent, 43; Port Wine, 28; Quincy, 63; Pioneer, 65; Union, 13; Seneca, 32; Spanish Peak, 29; Pilot Peak, 14. Total, 570; amount, $1,824.

SACRAMENTO COUNTY.—Alabama, 59; American, 53; American River, 59; Ashland, 42; Brighton, 34; Buckeye, 23; Centre, 18; Davis, 37; Dry Creek, 43; Eagle Point, 19; Elk Grove, 53; Enterprise, 70; Elder Creek, 45; Excelsior, 29; Franklin, 56; Freeport, 21; Granite, 196; Georgiana, 35; Grant, 47; Hicksville, 54; Jackson, 57; Katesville, 33; Kinney, 77; Laguna, 37; Live Oak, 91; Lincoln, 47; Magnolia, 29; Michigan Bar, 62; Mokelumne, 30; Natoma, 36; Oak Grove, 39; Onisbo, 24; Pleasant Grove, 87; Point Pleasant, 31; Pacific, 40; Prairie, 24; Richland, 59; Rhoads, 42; San Joaquin, 35; Sutter, 71; Sylvan, 80; Union, 40; Viola, 44; West Union, 40; Walnut Grove, 41; White Rock, 55; Wilson, 27; Sacramento City, 2,113. Total, 4,384; amount, $14,028.80.

SAN BERNARDINO COUNTY.—City District, 348; Mount Vernon, 92; Mill, 61; Mission, 61; Warm Spring, 109; American, 102; San Salvidor, 173; San Timoteo, 56; Santa Anna, 46; Juappa, 69; Temiscal, 32. Total, 1,149; amount, $3,676.80.

SAN DIEGO COUNTY.—Total, 342; amount, $1,094.40.

SAN FRANCISCO—City and County. Total, 17,388; amount, $55,641.60.

SAN JOAQUIN COUNTY.—Alpine, 43; Athearn, 22; August, 41; Burwood, 24; Chartville, 32; Charity Dale, 41; Columbia, 30; Castle, 51; Calaveras, 13; Douglas, 53; Davis, 38; Dry Creek, 45; Delphi, 54; Everett, 34; Elkhorn, 58; Enterprise, 25; French Camp, 58; Franklin, 43; Fairview, 15; Gard, 19; Greenwood, 47; Houston, 42; Henderson, 33; Harmony Grove, 46; Linden, 100; Liberty, 69; Lincoln, 25; Live Oak, 42; La Fayette, 30; Lockeford, 82; Moore, 36; Madison, 51; Moulder, 24; Mokelumne, 57; Mount Carmel, 41; McKanny, 82; North, 92; River, 23; Rigdon, 34; Stockton, 830; Stanislaus, 24; Salem, 50; Shady Grove, 38; San Joaquin, 37; Telegraph, 49; Turner,

35; Tulare, 80; Union, 29; Van Allen, 49; Vineyard, 147; Woods, 66; Washington, 29; Weber, 79; Wells, 29; Zinc House, 41. Total, 3,307; amount, $10,582.40.

SAN LOUIS OBISPO COUNTY.—Mission, 284; San Simeon, 111; Salinas, 55; Arroyo Grande, 56; El Moro, 39. Total, 545; amount, $1,744.

SAN MATEO COUNTY.—Jefferson, 71; San Bruno, 70; Milbrae, 35; San Mateo, 81; Belmont, 28; Redwood City, 146; Searsville, 84; Woodside, 39; West Union, 40; Laguna, 79; Half Moon Bay, 142; Purissima, 118. Total, 933; amount, $2,985.60.

SANTA BARBARA COUNTY.—San Buenaventura, 383; Montecito, 179; Santa Barbara, 681. Total, 1,243; amount, $3,977.60.

SANTA CLARA COUNTY.—Adams, 54; Alviso, 73; Berryessa, 82; Braly, 62; Burnett, 67; Calaveras, 34; Cambrin, 55; Carneadero, 91; Evergreen, 51; Franklin, 50; Gilroy, 96; Guadalupe, 83; Hamilton, 54; Hester, 87; Hill, 275; Jackson, 58; Jefferson, 58; Lafayette, no appt.; Laguna, 14; Lexington, 40; Lincoln, 56; Live Oak, 35; Los Gatos, 46; Mayfield, 106; Milliken, 46; Milpitas, 78; Mission Peak, 4; Moreland, 72; Mount Pleasant, 38; Mountain View, 134; New Almaden, 133; Oak Grove, 87; Orchard Street, 71; Pala, 42; Pioneer, 90; Redwood, 56; Rhodes, 48; Santa Clara, 377; San José, 955; San Ysidrio, 73; Silver Creek, 60; Summit, 17; Union, 51; Willow Glen, 45. Total, 4,104; amount, $13,132.80.

SANTA CRUZ COUNTY.—Santa Cruz, 348; Pajaro, 325; Soquel, 240; Pescadero, 68; San Andreas, 36; Oak Grove, 172; Roache, 157; San Lorenzo, 33; Happy Valley, 18; Bay View, 62; Carlton, 79; Grant, 59; Union, 92; Scott's Valley, 44; Petroleum, 23. Total, 1,756; amount, $5,619.20.

SHASTA COUNTY.—Shasta, 168; Roaring River, 34; Millville, 45; Clear Creek, 53; Eagle Creek, 31; Cañon House, 29; French Gulch, 61; Little Cow Creek, 35; Copper City, 25; Whiskeytown, 25; Cottonwood, 18; Piety Hill, 26; Stillwater, 21; Buckeye, 19; American Ranch, 16; Parkville, 41; Oak Run, 21;

Clover Creek, 28; Oak Knoll, 30; Texas Springs, 35; Sierra, 50. Total, 811; amount, $2,595.20.

SIERRA COUNTY.—Forest City, 37; Morristown, 21; Union, 69; Gibsonville, 41; Goodyear's, 47; Downieville, 165; Eureka, 20; Mount Pleasant, 14; Table Rock, 131; Indian Valley, 37; Washington, 21; Plum Valley, 35; Meredith, 26; Alleghany, 94; Alpine, 15; Sierra Valley, 62; Loyalton, 41; St. Louis, 30; Antelope, 19. Total, 925; amount, $2,960.

SISKIYOU COUNTY.—Butteville, 40; Centre, 35; Cottonwood, 33; Douglas, 17; Franklin, 36; Green Horn, 55; Hawkinsville, 29; Humbug, 30; Little Shasta, 72; Lincoln, 37; Quartz Valley, 46; Scott River, 57; Scott Valley, 58; South Fork, 43; Shasta Valley, 33; Union, 8; Washington, 49; Willow Creek, 37; Yreka, 210. Total, 925; amount, $2,960.

SOLANO COUNTY.—American Cañon, 55; Alamo, 55; Benicia, 339; Bunker Hill, 70; Binghamton, 31; Crystal, 106; Center, 63; Dover, 43; Denverton, 17; Fairfield, 74; Grant, 57; Green Valley, No. 1, 116; Green Valley, No. 2, 25; Gomer, 61; King, 20; Mountain, 25; Maine Prairie, 37; Montezuma, 47; Oak Dale, 21; Pitts, 80; Pleasant Valley, 23; Rio Vista, 71; Suisun, 79; Silveyville, 113; Fremont, No. 1, 52; Fremont, No. 2, 29; Fremont, No. 3, 15; Ulatis, 103; Union, 37; Vallejo, 461. Total, 2,325; amount, $7,440.

SONOMA COUNTY.—American Valley, 31; Bodega, 73; Bloomfield, 108; Burnside, 45; Big Valley, 30; Burns, 53; Cinnibar, 60; Cloverdale, 72; Copeland, 30; Court House, 256; Coleman Valley, 31; Dry Creek, 85; Dunbar, 54; Dunham, 71; Eureka, 40; Guilford, 73; Green Valley, 53; Geyserville, 53; Guillicos, 15; Hall, 41; Healdsburg, 302; Hill, 72; Hamilton, 60; Independence, 46; Iowa, 39; Knight's Valley, 70; Laguna, 57; Liberty, 49; Lewis, 27; Lafayette, 66; Lake, 63; Mill Creek, 46; Manzanita, 62; Miriam, 90; Maaccama, 35; Mount Vernon, 53; Mark West, 55; Mountain, 23; Oak Grove, 70; Occidental, 43; Oriental, 36; Prewitt, 73; Petaluma, 700; Piner, 87; Payran, 64; Pacific, 34; Pleasant Hill, 57; Potter, 70; Rincon, 53; Redwood, 63; Russian River, 52; Santa Rosa, 30; Sonoma, 196;

Salt Point, 20; Scotta, 22; Strawberry, 43; Sotoyome, 40; Stony Point, 42; Steuben, 38; Stewart's Point, 38; San Antonio, 58; Todd's, 64; Wallace, 42; Windsor, 75; Watmaugh, 64; Waugh, 84; Washington, 35; Walker, 34; Wright's, 34. Total, 4,850; amount, $15,520.

STANISLAUS COUNTY.—Adamsville, 53; Branch, 78; Bachelor Valley, 35; Camp Washington, 46; Dry Creek, 24; Empire, 37; Emory, 106; Farm Cottage, 32; Grant, 53; McHenry, 35; Tuolumne, 94. Total, 593; amount, $1,897.60.

SUTTER COUNTY.—Bear River, 23; Fair View, 33; Live Oak, 38; Central, 32; Vernon, 47; Columbia, 25; Salem, 21; Sutter, 66; Browne, 37; West Butte, 38; Jefferson, 34; Gaither, 49; Washington, 34; Brittan, 47; Franklin, 18; Barry, 21; Yuba, 45; Lincoln, 35; Grant, 38; Union, 39; Nicholaus, 52; Buttesylvania, 31; Auburn, 53; Winship, 32; Meridian, 30; Illinois, 39; Slough, 24; Johnson, 24. Total, 1,005; amount, $3,216.

TEHAMA COUNTY.—Red Bluff, 228; Tehama, 88; Antelope, 84; Paskenta, 18; Blue Tent, 11; Stony Creek, 25; Reed's Creek, 30; Lassen, 34; Sierra, 39; Cottonwood, 35; Toomes, 32. Total, 624; amount, $1,996.80.

TRINITY COUNTY.—Weaverville, 125; North Fork, 37; Lewiston, 30; Bates, 20; Douglas City, 53; Trinity Center, 31; Hay Fork, 37; Oregon Gulch, 42; Canyon City, 8. Total, 383; amount, $1,225.60.

TULARE COUNTY.—Cottonwood, 37; Deep Creek, 79; Elbow, 33; Elbow Creek, 32; Kawiah, 56; King's River, 21; Outside Creek, 55; Packwood, 50; Tule River, 149; Union, 50; Venice, 40; Visalia, 220; Willow, 39. Total, 861; amount, $2,755.20.

TUOLUMNE COUNTY.—Columbia, 383; Springfield, 111; Shaw's Flat, 93; Tuttletown, 66; Sonora, 428; Confidence, 60; Summersville, 52; Curtis Creek, 47; Jamestown, 130; Poverty Hill, 65; Montezuma, 55; Bear Creek, no app.; Chinese Camp, 122; Big Oak Flat, 107; Don Pedro's Bar, 48. Total, 1,767; amount, $5,654.40.

YOLO COUNTY.—Woodland, 182; Buchanan, 36; Washington, 96; Cottonwood, 44; Prairie, 28; Cache Creek, 22; Grafton, 86; Franklin, 41; Putah, 43; Buckeye, 39; Cacheville, 88; Grand Island, 24; Merritt, 69; Fillmore, 56; Fremont, 22; Plainfield, 72; Willow Slough, 25; Monument, 33; Pine Grove, 27; Cañon, 36; Union, 33; Woodland Prairie, 31; Richland, 8; Sacramento River, 35; Monitor, 36; Eureka, 36; Gordon, 42; Cäpay, 36; Fairfield, 19; Excelsior, 23; Enterprise, 47. Total, 1,415; amount, $4,528.

YUBA COUNTY.—Marysville, 738; Bear River, 25; Brophy's, 38; Brown's Valley, 90; Buckeye, 31; Cordua, 45; Elizabeth, 27; Garden Valley, 47; Hansonville, 27; Horn Cut, 32; Indian Ranch, 75; Linda, 49; Long Bar, 5; McDonald's, 23; New York, 67; Oregon House, 44; Peoria, 47; Plumas, 59; Roses Bar, 111; Slate Range, 109; Spring Valley, 38; Strawberry Valley, 29; Timbuctoo, 68; Virginia, 29; Yuba, 38. Total, 1,891; amount, $6,051.20.

Total number of census children	84,024
Amount per child	$3 20
Amount apportioned	$268,876 80
Supplementary apportionment to Grand Island District, Colusa County	50 04
Grand total	$268,926 84
Deducting from this the amount overdrawn in favor of Mendocino County at the time of the last State apportionment	16 00
There remains apportioned	$268,910 84
Amount subject to apportionment as by report of the State Controller	269,113 86
Balance unapportioned	$203 02

DEPARTMENT OF PUBLIC INSTRUCTION, Feb. 4th, 1867.

JOHN SWETT,
Sup't Public Instruction.

STATE BOARD OF EXAMINATION.

STATE EDUCATIONAL DIPLOMAS ISSUED, VALID FOR SIX YEARS.

Jan., 1867. Ambrose H. Randall, San Joaquin County Examination, Melville Cottle, Superintendent.

" " Miss Amanda Loomis, Stockton, San Joaquin County Examination.

" " Thomas Nickolson, San José, Santa Clara County Examination, Wesley Tonner, Superintendent.

" " J. W. Anderson, Healdsburg, Sonoma County Examination, C. G. Ames, County Superintendent.

" " W. A. C. Smith, Healdsburg, Sonoma County Examination.

" " Thomas N. Stone, Yreka, on Diploma from N. Y. S. N. School, success in teaching, and efficiency as County Superintendent.

" " E. S. Lippitt, Petaluma, on professional success and ability.

" " Mrs. Louisa A. Clapp, on professional success, and San Francisco Certificate as High School Assistant.

" " Melville Cottle, on County Certificates, success in teaching, and efficiency as County Superintendent.

" " Mrs. C. R. Beales, on professional education and success in teaching in the California State Normal School.

FIRST GRADE STATE CERTIFICATES.

Jan., 1867. Mr. N. B. Garbrick, San Joaquin County Examination, Melville Cottle, Superintendent.

" " Mr. S. M. Shearer, Santa Clara County Examination, Wesley Tonner, Superintendent.

" " Miss P. Augusta Fink, California State Normal School Diploma, and four years' experience.

" " John C. Gray, Butte County, Special County Examination with State Papers, 81 per cent.

Jan., 1867. C. G. Warren, Butte County Special County Examination with State Papers, 83 per cent.

SECOND GRADE STATE CERTIFICATES.

Jan., 1867. Miss Sarah J. K. Oliver, San Joaquin County Examination.
" " Mr. M. C. Baker, State Certificate renewed.
" " Miss Valeria M. Taylor, on Normal School Diploma, McGiel Normal School, Canada.
" " Albert Leyser, on Second Grade City Certificate.
" " H. P. Stone, Soquel, on County Certificates, professional success, and efficiency as County Sup't.
" " Fred'k N. Campbell, Oakland, on professional success and ability.
" " Charles G. Ames, Santa Rosa, on County Certificates, and efficiency as County Superintendent.
" " Miss Kate Kennedy, on San Francisco Certificates, and professional success.
" " Wm. N. Granger, Marysville, on County Examination with State Papers, 97 per cent., seven years' experience in teaching.

To COUNTY BOARDS OF EXAMINATION.—In the case of applicants who pass examination for State certificates before county boards, the State Board of Examination desire to have the original papers forwarded to the State Superintendent with the credits marked upon them, as given by the County Board. County Superintendents are cautioned not to let printed copies of questions pass out of the hands of the county examiners. The standard adopted by the State Board in the use of the last set of published questions was as follows: Diplomas, eighty-five per cent. and five years' experience in teaching; first grade certificates, seventy-five per cent. and two years' experience; second grade, sixty-five per cent. and one year's experience, or seventy per cent. without experience. If the papers from county boards bear evidence of critical marking, the same standard will be applied. County superintendents are requested to certify to the good character of the applicants whose names are forwarded, and also to their success in teaching.

STATE APPORTIONMENT.

The benefits resulting from a State School Tax begin to be appreciated. The present State apportionment is more than three times the apportionment in 1862. The following is a statement of the several State apportionments made from 1854 to the present time:

1854, $52,961; 1855, $63,662; 1856, $69,961; 1857, $78,057; 1858, $53,405; 1859, $72,319; 1860, $81,118; 1861, $81,461; 1862, $75,412; 1863, $145,537; 1864, $132,217; 1865, $168,828; 1866, $132,410; 1867, $268,910. Total—$1,476,248.

STATE INSTITUTE.—At the State Teachers' Institute, to be held in San Francisco during the first week of May next, there will be no State examination of teachers. County superintendents and teachers who desire to have any particular subject discussed in the Institute are invited to communicate the same to the State Superintendent at an early date.

OFFICIAL BLANKS.—All the various blanks required by school officers at the close of the school year in June next have been forwarded to county superintendents. If the supply sent is insufficient, county superintendents are requested to notify the State Superintendent, and make an exact statement of the additional supply needed.

STATE AND CITY EXAMINATIONS.—The next semi-annual State and City Examination of Teachers will be held in San Francisco during the first week of June next.

ADDITIONAL CONTRIBUTIONS TO THE NATIONAL LINCOLN MONUMENT.—Grant District, Solano County, Kate M. Winston, teacher, $3.00, currency; Taylor District, Plumas County, Miss W. H. Slaven, teacher, $5.50, gold; Eureka Grammar School, Humboldt County, $6.00, gold; Lincoln Primary, Miss Sullivan, teacher, San Francisco, $35.00, gold.

Resident Editors' Department.

HOLDERS OF STATE LIFE DIPLOMAS.

GEORGE W. MINNS—Was born in Boston; educated in the public schools; graduated from Harvard College; studied law with Rufus Choate; came to California in 1854, and engaged in the practice of law. In 1856, was elected Teacher of Natural Sciences in the English High School; in 1863, was made Principal of the Boys' High School; and in 1864, was appointed Principal of the State Normal School, which position he now holds, though on leave of absence for a visit to the East.

DUDLEY C. STONE—Was born at Marietta, Ohio, 1828; educated at Marietta College, graduated in 1846, and received the degree of A.M. in 1849. He first engaged in teaching in the State of Louisiana, in Paydros College, Parish of Pointe Coupée, next in Baton Rouge, and afterwards in the public schools of New Orleans, until 1850, in the spring of which year he came to California, and engaged in farming and mining. He then went East for his family, and returned, *via* Cape Horn, in February, 1853. In 1854, he took charge of the public school at Marysville, in which place he has since been continuously engaged in teaching. Mr. Stone has been eminently successful in teaching, and has collected the finest school cabinet in the State.

JAMES STRATTON.—James Stratton was born in the town of Bolton, Massachusetts, in 1820; educated at Wilbraham Seminary, and graduated from the Bridgewater State Normal School in 1845. He taught his first school in Bridgewater, immediately after graduating, and was publicly examined before the first State Teachers' Institute held in Massachusetts; Horace Mann presided, and all the teachers of public schools in that town were required to appear before the Institute for examination, under penalty of forfeiting their positions. After teaching at Stow and Topsfield, Mass., and East Greenwich, R. I., he was appointed Principal of the High School at Westerly, R. I., where he remained three years. In 1852, he came to this State, and took charge of the Sacramento Seminary, under the direction of the Methodist Conference. The fire of 1852 and the succeeding flood suspended the school for a time, but in the spring it was re-opened in a huge canvas tent. In 1855, he engaged in quartz mining for several years, teaching a part of the time at Iowa Hill. Quartz mining resulting in more assessments than dividends, he removed to San Francisco, 1859, and engaged in teaching in the California Collegiate Institute and the public evening schools. In 1861, he was elected Principal of the Washington Grammar School, in which position he is at present engaged.

EBENEZER KNOWLTON.—Born at Skowhegan, Maine, November 18, 1835; educated in public and private schools, graduated at Amherst College in 1860; he is also a graduate of Dr. Lewis' Normal Institute of Physical Education, Boston, and was, for a time, a student in the Divinity School, at Cambridge, Mass. As special teacher of phonography and penmanship, he was engaged in the New York Conference Seminary, Mt. Holyoke Female Seminary, Amherst College, and the Salem, Mass., State Normal School; was principal of the following public schools: Grammar School, Kittery, Me.; Daniel Webster Academy, Fryeburg, Me.; Marblehead High School, Mass.; St. Louis High School, Missouri. He came to California in 1864, engaged in teaching elocution and gymnastics in various schools, including the State Normal School; lectured extensively in county institutes, and, in 1865, was elected Principal of the Rincon Grammar School, San Francisco.

THOMAS C. LEONARD—Came to this State in 1853; engaged in teaching in the county or ward schools of this city; in 1855, was elected Principal of the Mission Dolores School, where he continued until 1865, when he was elected as Teacher of Mathematics in the Boys' English High School, where he is at present engaged in teaching.

H. N. NUTTING.—Born in Parkmon, Maine, 1838; graduated at Waterville College, in 1863; commenced teaching at the age of fifteen, and was engaged in various public schools in that State up to 1864, when he came to California. In this State he has taught public schools in Yolo and Butte Counties, and is, at present, Principal of the Grammar School at Redwood City.

JOSEPH D. LITTLEFIELD.—Born at Randolph, Mass.; educated at the Stetson High School, Randolph, Philips' Academy, Exeter, N. H., and Bridgewater, Mass., State Normal School. First engaged in teaching in the Institute for the Blind, South Boston; came to California in 1852; was engaged in mining four years; taught the public school at Benicia several years; afterwards the public school at Petaluma; went to Arizona on a mining expedition in 1863, and has been engaged as a sub-master in the San Francisco Schools for the last three years.

BERNHARD MARKS—Was born in Poland, 1833; emigrated with his parents to the United States in 1836; educated in the New York public schools and Brown University; came to California in 1853; engaged in underground mining until 1859, in the meantime pursuing his studies with the zeal of an enthusiast. Taught two years in Columbia, Tuolumne County, two years in a private school in San Francisco, and has been engaged three years as Principal of the Spring Valley Grammar School. He is a student as well as a teacher, and has not yet finished his education.

GEORGE C. MACK.—Born at Marshfield, Vermont, 1830; educated in public schools and Thetford Academy, Vermont, then under charge of Hiram Orcutt; graduated from the English and Normal Department in 1853; was engaged nine terms as Principal of Hillsboro' Academy, Illinois; one year Principal of Girard

Union Graded School, Illinois; one year Principal of Litchfield Grammar School, Illinois; two years Principal of the Bunker Hill Graded School, Ill. Went to the State of Nevada in 1863; came to California in 1864; has since taught public schools in Solano and Napa Counties.

JOHN M. SIBLEY.—Born in Worcester County, Mass.; fitted for college at Leicester Academy; entered Yale College in 1839, graduated in 1843; studied law one year; engaged in mercantile business until coming to this State in 1853; engaged in mining and a variety of pursuits incident to early California life; taught school in a miner's cabin in Butte County in 1856 and 1857; engaged in teaching the public school at Folsom in 1857, and there continued seven years; taught in the Oakland College School one year; six months in the Sonoma public school; and is now engaged as assistant teacher in the Boys' High School, San Francisco. Mr. Sibley was elected a member of the State Board of Education, in 1866, for a term of four years.

MISS ELIZA W. HOUGHTON—Was born in Waltham, Mass.; educated in the Waltham public and high schools, Mt. Holyoke Seminary, and was three years a member of George B. Emerson's School, Boston; first engaged in teaching in 1855 in the Harrisburg, Penn., Female Seminary; one year, next, in the Providence, R. I., High School, until 1864, when she was invited, by the unanimous vote of the Board of State Normal School Trustees, to come to this State to fill the place of Female Assistant in the State Normal School, in which place she is now engaged in teaching.

MISS HELEN M. CLARK—Was born in Canada; educated in the Toronto Normal School, and afterwards engaged for several years as teacher in the same school. Came to this State in 1863, and was engaged as teacher of the Training Department of the State Normal School for a period of two years. She is now teaching as Assistant in the Grammar Department of the Rincon School.

MISS FRANCES LYNCH—Was born in Canton, Ohio; educated in Canton public schools; came to this State in 1863, and has since been engaged in teaching in the Grammar Department of the Rincon School.

UNCLE CHUNCLE ON PATIENCE:

"The results were excellent, but it is doubtful that many teachers would have the patience that Miss A must have exercised to elicit them."—*Newspaper Scribbler.*

Patience! Patience, you donkey, had very little to do with it. Was it *patience* that made the glorious old star-gazer take his nightly station under the vaulted heavens, through an ordinary lifetime of your sort, until he discovered the Law of Eclipses? Was it *patience* that led Newton to his grand discoveries? Was it patience that invented the steam-engine, printing, the telegraph, the photograph, the thousand wonders of our century? If *patience* does these things, why haven't *you* done something worth recording? Patience, you old thistle-grinder, is hardly to be taken into the account at all. It's intellect that does it.

It's wisdom that does it. It's ingenuity that does it. Patience! May I be granted patience to refrain from kicking you as you deserve. Do you mean to say that you could take Miss A's Class, and do with it what she has done, with even your extraordinary patience? Not if your ears depended upon it, you braying fool.

Patience don't make efficient teachers. It's your patient teacher who enjoys a two-hours' open-eyed nap in the middle of every school-day; who is always glad when school's out; who hugs and pats herself with delight when vacation is extended, and who always passes her examination by the delicate membrane of her pearly incisors.

Patience don't strike out into new paths. It never finds new methods. It never improves old apparatus. It never investigates laws of thought or springs of action. It sleeps, and sleeps, and sleeps. It's intellect, you horrible old quadruped, judgment, common-sense, ingenuity, genius, energy, science, skill.

It's *impatience*, in a hundred forms, that makes donkeys stare with amazement at excellent results.

Remember that, and verify the old saying, if you can, that even a jackass never stumbles over the same stone twice.

D. U. T. Chuncle.

American Educational Monthly.—The January number of this monthly appears in a new dress, and in an enlarged form. It is the cheapest, ablest, and most original American monthly, and has the largest circulation of any educational journal in the United States. It deserves its success, for every number, during the past four years of its existence, has been full of valuable articles. Every teacher in this State who can possibly spare $1.50 should forward it to J. W. Schemerhorn & Company, 430 Broome street, New York City.

James Cruikshank—The long-time editor of the *New York Teacher*, has been called to assist Mr. Bulkley in superintending the Public Schools of Brooklyn, N. Y. No man in the Empire State is more worthy of honor. During an intimate acquaintance of fourteen years or more, we found him always true in heart, wise in effort, and manfully working in the educational world. From these Pacific shores that seem so far away to him, we are glad of an opportunity to say so much for our genial friend, and to express our cordial hope that in his new position he may find hearts and minds as pure and strong as we know his own to be.

Rules and Regulations.—The Public School Rules and Regulations adopted by the State Board of Education, have been printed on a large-sized sheet, to be publicly posted in every public school-room in the State. County Superintendents are requested to distribute them at once, and to see that teachers comply with the requisition. These sheets should be pasted on a piece of cardboard, to secure their preservation.

School Registers.—County Superintendents desiring a supply of Registers, are requested to forward their orders for the same.

National Lincoln Monument Fund.—Schools which have not yet contributed to this fund, will still have the opportunity. Several large counties, as yet, have not contributed a dime. Cannot Sonoma County send in a hundred dollars? What says Prof. Lippitt, of the large, flourishing, and patriotic school of Petaluma?

Personal.—Mr. H. D. Gough has taken charge of the public school at Napa.

Miss Susie D. Carey, a member of the second graduating class of the State Normal School, has been elected head assistant of the Union Grammar School.

Rev. W. T. Lucky has resigned his position as President of the Pacific Methodist College. Dr. Lucky is a veteran educator of great ability, and we wish him success in whatever field he may occupy.

Prof. Paul Pioda, formerly teacher of French in the San Francisco Boys' High School, has opened a private seminary and boarding school at Santa Cruz. His distinguished success as an educator in all the various positions which he has filled in this State will warrant us in expressing the opinion that he will establish one of the best institutions in the State.

Prof. Bolander has been elected Principal of the Cosmopolitan School, and Mrs. P. C. Cooke, head assistant.

Rev. S. D. Simonds has resigned his position as Principal of the City Colored School.

Henry L. Oak has taken charge of the Hayward Grammar School.

Skool Rools.—The Ironton *Register* says, that not many miles from that city, a young lady is teaching school, and sends the editor the following rules, provided her by the trustees for the government of her school:

"No swearin
"fitin
"quarrelin
"nicknamin
"goin into the water
"reslin an jumpin
"goin intu any persons vine-patches, or orchards, without the consent of the owner
"no pinchin
"stickin of pins intil each uther
"pullin of hair durin books
"cortin in skool
"Not more than one pupil must go out at a time, unless for wood, coal, or water
"No crackin of walnuts unless dried
"whisperin
"Those rules must be observed, for a violation of those rules will be punished with a lash, accordin to the verdict of the trustees."—*Wis. School Journal.*

PROMISING MATERIAL.—San Francisco has the best schools, the most public spirit, the finest climate, and the smartest boys extant. Who but a San Francisco school-boy could have soberly read in his class the noted passage on wine, as it was actually read the other day in this city. The selection in the book runs thus: "Wine is a mocker; strong drink is raging. Who hath babblings? Who hath wounds without cause? At last it biteth like a serpent, and stingeth like an adder." The youth read manfully thus: "Wine is a smoker; strong drink is riling. Who hath bubblings? Who hath worms without cause? At last, it biteth like a servant, and stingeth like an adler."

REPORT OF STATE NORMAL SCHOOL FOR THE MONTH ENDING JANUARY 31ST 1867.—Whole number enrolled, 125. Whole number of females, 108; whole number of males, 17; average number belonging, 120; average daily attendance, 112; per centage of attendance, .93; number admitted, 30; number left 2; number in Senior Class, 42; number in Junior Class, 41; number in Sub Junior Class, 42; number of Counties represented, 24.

REPORT OF THE TRAINING SCHOOL—For the four weeks, commencing January 14th, ending February 8th: Whole number enrolled, 230; whole number of girls, 143; whole number of boys, 87; average number belonging, 222 average daily attendance, 208; per centage of attendance, .94.

BARNARD'S AMERICAN JOURNAL OF EDUCATION—For December, presents a table of contents unusually interesting to educational men on this coast, inasmuch as two of the papers are directly upon California matters. "Public Instruction in the State of California" is a careful review of the First Biennial Report, and an excellent analysis of the Revised School Law. The closing article of the December number is upon the California Educational Society, and is accompanied by a very short biographical sketch of Superintendent Swett, and a fine steel engraving purporting to be his portrait. Inasmuch as the State Superintendent is some hundreds of miles from his office at the present writing (being absent on an educational tour of the southern part of the State) it is safe for the TEACHER to say that the biography, in Barnard's, is too short; that the portrait is too good looking, and that the State of California, in our opinion had never a more signal proof of Heaven's favor than when the Hon. John Swett was placed at the head of the educational affairs of the commonwealth. Long may he stand there, and long may Barnard's Journal continue to perpetuate the name and fame of such educators.

WHAT OUR PUBLIC SCHOOLS COST.—The total amount of money expended for Public Schools in this State since 1851, as shown by the records and returns of the Department of Instruction, is $6,355,862.

ATTENDANCE ON PUBLIC SCHOOLS.—The increased efficiency and popularity of our Public Schools will be evident from a careful examination of the following statement of the average daily attendance of the schools since 1860: 1860 14,754; 1861, 17,804; 1862, 19,262; 1863, 19,992; 1864, 24,794; 1865 29,592; 1866, 33,989.

THE AUTHORSHIP OF SHAKSPEARE. By Nathaniel Holmes. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 601.

We took up this book with little expectation of profit, since we have believed in Mr. Grant White's account of the personage who wrote the plays; but a somewhat careful reading of Mr. Holmes has left us very much in the fog about the whole matter. We confess that Mr. Holmes' theory is far more satisfactory than we had supposed. We could understand more of the miracle if we give Lord Bacon the credit of the authorship of Shakspeare. We always believed in him. He had the culture and the genius; and Mr. Holmes has almost convinced us he had the time. The style of Mr. Holmes is in the main excellent. We like his book; and while his theology is, in our opinion, execrable, we, fortunately, have other sources of information as to religious truth besides his book. We commend this volume as furnishing many excellent thoughts, as being an able work, as being in itself a literary curiosity, and as touching a subject of interest in the world of literature.

PARADISE LOST. A Poem in twelve books. By John Milton. A new edition, with explanatory notes. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 409.

Messrs. Hurd & Houghton have commenced a series of publications under the general title of "Riverside Classics," and have fitly placed the Paradise Lost at its head. This edition has been prepared under the advice, and with the assistance of Prof. Torrey, of Harvard University. The volume contains a brief biography of Milton; the poem by which he is best known; a judicious selection of the most favorite quotations from the poem, with references to the place where each may be found; and a well arranged index. It is of just the right size for convenience in reading, and the notes contain just the information required by those who are reading the poem without a previous extended classical knowledge. We only perform a duty in recommending to our readers this edition as on the whole the best they can obtain of Paradise Lost.

ST. ELMO. A Novel. By Augusta J. Evans. New York: Carleton. San Francisco: A. Roman & Co. pp. 571.

We do not expect that the fair frequenters of the Mercantile Library will enjoy this novel. It is a unique production. There is nothing, as a novel, like it in the heavens above, nor in the earth beneath, nor in the waters under the earth. We have met with one lady, we regret to say, in the course of our wanderings, who talked sometimes as the heroine in St. Elmo talks all the time; but she finally got married, and if the husband survived the occasion very long, we pity him. And yet there is that in the book which led us to read it through. The commonplace book of its authoress is well filled, and the selections made therefrom to fill out her heroine's small talk are in the main valuable. Besides, the purpose of the novel is a good one; and we accept the story as it stands, because we have an interest in ladies who read much, try to preserve what they read, and then to use it thoroughly. While, therefore, we should probably reject Miss Evans as a contributor to the TEACHER, we should also rejoice if the readers of our pages were as familiar with literature and as earnest of purpose as we think she is.

STORIES FROM LIFE WHICH THE CHAPLAIN TOLD. Boston: Henry Hoyt. San Francisco: C. Beach. pp. 317.

"Childhood loves parables. . . . A good illustration will fasten a truth, with God's blessing, forever on the memory and heart. There is a great demand for fresh incidents and parables. . . The following pages contain a few of the later illustrations which the writer has employed in his own discourses, while speaking to a congregation of a thousand young persons on every Sabbath."

Thus speaks the preface of the little volume before us. We have read all the pages, and have found them full of interest. As a Sunday-school book, or a Sabbath book for the family, we can give it a cordial commendation. Our editorial heart rather rebels against the Chaplain's attacks on smoking; but the Chaplain seems to be very much in earnest about it, and we forgive him.

AMERICAN LEAVES: Familiar Notes of Thought and Life. By Samuel Osgood. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 380.

The Rev. Dr. Osgood, of New York, has found time to write occasional articles to instruct and charm the thoughtful readers of Harper's Magazine for many years past. Some of the papers are here collected in a volume that will be very welcome to thousands of those who enjoyed their reading in the monthly. For persons who have accustomed themselves to meditation upon the very practical topics treated of by the author, his words will possess a permanent value; and there are many passages bearing upon the teacher's work that render the volume peculiarly suitable for school libraries.

THE BIGELOW PAPERS. Second Series. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 258.

James Russell Lowell's name does not appear upon the title page, nor is it needed, since all through the pages "his mark" is evident. More than seventy pages, however, can hardly be included as a Bigelow paper, although said documents may justly be considered the cause of the wit therein. The labored introduction upon the Yankee dialect is of interest to philologists and schoolmasters. The Poems contain many ideas not suited to the population of the late Confederate States, and adherents to that defunct nation will hereby take warning not to buy the book. Mr. Lowell considers this collection the last of his works in this style; and, since the Rev. Mr. Wilbur's death is chronicled herein, we do not see how it would be possible for further productions of Mr. Bigelow to be expected.

ENGLISH COMPOSITION AND RHETORIC. A Manual. By Alexander Bain, M.A., Professor of Logic in the University of Aberdeen. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co., A. Roman & Co. pp. 343.

The thoroughly competent gentlemen to whom we intrusted the examination of this book, having failed to report, we have only the power to acknowledge its receipt, and to say that the few moments we spent in turning over its pages were very pleasant, convincing us that the volume is worthy of a careful examination by all interested in obtaining a thorough knowledge of the subject of which it treats.

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ELOCUTIONARY TRAINING IN COMMON SCHOOLS.

[Note.—We extract the following from the proof sheets of "Common School Readings," a forthcoming work published by H. H. Bancroft & Co.]

Reading is one of the essential branches of a public school course of study. All children must be taught to pronounce words, and to read sentences. This is necessarily a slow process, and too many teachers make it a mechanical one. Too little attention is given to reading as an art, in which the purpose of the reader is to convey ideas to those who listen. Elocutionary training, in its higher departments of declamation, dialogue, recitation of poetry, vocal culture, and gesture, should form a part of common school instruction. Elocution, as an art, has been considered as lying beyond the province of the common school, and belonging mainly to the High School, the Academy, and the College.

Elocutionary instruction should be given in the common schools, because there a great majority of American children receive their only education. It should be begun in early life, because then the vocal organs are flexible, and susceptible of training. It is a serious defect in our school methods of instruction, that the expressive faculties, comprising feeling, affection, emotion, passion, imagination, fancy, association, imitation, and description, are called so little into action. Elocution, when properly taught, calls into active exercise the expressive faculties, and tends to educate the child as a social being.

The practical question which here suggests itself is, how can elocution be taught in the common school?

In the primary classes, daily simultaneous exercises should be given, comprising drill on the vowel sounds, varying in pitch, force, and time, and exercises on consonant sounds and combinations, to secure distinct articulation. Every reading exercise should be preceded by a breathing exercise, to fill the lungs to their utmost capacity, and to secure an erect attitude, with the shoulders thrown back. Then, as a general exercise of five minutes, for rest or recreation, the whole school should unite in vocal exercises, consisting of lessons on inflection, pitch, time, movement, force, and the repetition, after the teacher, of select sentences, stanzas, and paragraphs. In most ungraded schools in the country, and in many city schools, two hours of the closing afternoon of each week may be most usefully devoted to declamation, dialogue, and select readings. It is not advisable to compel every child in school to take part in these exercises, for there are some who never can become good readers, and others who are so awkward and diffident, that it is cruel to force them upon the school stage with a declamation. Appropriate selections should at first be made by the teacher, for the uncultivated taste of pupils will lead them to choose pieces either altogether too difficult, or utterly worthless when committed to memory. Select at times, for the boys, short, simple prose declamations, which, when learned, remain in the memory as models of pure prose and patriotic feeling. If they learn a poem, let it not be made up of doggerel rhymes, or of painful attempts at a low order of wit. A careful selection of pieces will be the surest safeguard against the ranting, tearing, overstrained, semi-theatrical style of florid oratory which so painfully mars very many school exhibitions. The teacher can take odd moments at the intermission or recess, or before and after school, for the purpose of hearing rehearsal, and giving special instructions. The teacher should instruct his pupils in the elements of gestures. Gestures spring naturally from the close sympathy of mind and body. A look of the eye—an expression of the countenance—a movement of the hand, often convey more than words can express. The principles of gesture may be easily learned from any one of several excellent works on elocution; and any teacher who is in earnest can make

a practical application of them sufficient for the elementary training of school-boys.

The reading and recitation of poetry by girls is an indispensable part of the education of woman, as one of the most efficient modes of discipline for the taste and imagination. Many of the most exquisite passages of the poets can never be fully appreciated until repeated by the voice of woman.

Whatever the number of classes, however pressed for time the teacher may be, some attention should be given to elocution in every school. The advantages are too great to be overlooked.

Elocution cultivates a taste for reading; the young scholar becomes familiar with the choicest passages of English literature, which, committed to memory, are retained through life. There are no purer models of classic English than the speeches of Daniel Webster: no more glowing words spoken for liberty and freedom than those of our own lamented Baker and King. There is Whittier, the bard of Freedom, whose sweetest songs are sung in his old age—let our school-boys and school-girls know his poems by heart. The patriotic lyrics of Holmes, and Bryant, and Longfellow, and Lowell—they will mould American character; and why are they not as valuable in the school-room as the multiplication-table and the spelling-book?

It requires no close observer to perceive the effects of poetry on the youthful mind. Childhood delights in the melody of verse, and is pleased with its flowing harmony of sound. In poetry are embodied some of the most beautiful lessons of morality; and they are presented in a manner which arrests the attention and impresses the character. "Let me write the ballads and songs of a people," says one, "and I care not who makes the laws." What teacher has not seen the dull eye kindle, the vacant countenance take expression, the face glow with emotion, and the whole boy become lost in the sentiment of his declamation?

The need of elocutionary culture, somewhere in our course of education, is self-evident. American public speakers, as a class, whether at the bar, on the stump, in the pulpit, or in the lecture-room, are good illustrations of the neglect of early elocutionary training. One stands with his hands in his pockets; one rests his body on his paws, like an orang-outang; another offends the eye,

by wild, meaningless, uncouth, frantic gesticulations; and a fourth stands stock-still, like a cast-iron city lamp-post.

The wonderful melody of the human voice—that is heard in the solemn, monotonous and melancholy bass which not unfrequently proceeds from the pulpit; in the hard, hacking, sharp, shrill, dry, high-pitched tones which too often proceed from the teacher's desk; and in the bawling, shouting, yelling, vociferating vehemence of our stump orators at great political mass meetings, who shriek their sentences into the ears of their audiences

> "Till silence, like a poultice, comes
> To heal the blows of sound."

One speaker has the high, piping, thin, shrill, sharp, piercing note of a steam whistle, and his screech grates on the ear like the filing of a saw; another the gruff, guttural voice of old Falstaff over a pot of sack; a third has the regular Yankee nasal twang, and the last rants and mouths like a stage-struck school-boy.

It is true, the golden age of oratory has been succeeded by that of printing. The orator no longer sways the turbulent current of popular opinion; the still, small voice of the newspaper speaks to the millions of the nation in the busy mart, and around the fireside at home. Yet few intelligent American citizens pass through life without being called upon to speak, in the local town-meetings, in political conventions, in the legislature, or before some gatherings of their fellow-citizens. A little school instruction which shall enable them to speak in a natural tone of voice, and with self-possession of manner, will certainly not be out of place in American Common Schools. Let elocution be introduced into the public schools, to cultivate a taste for reading, to exercise and strengthen memory, to awaken feeling, to excite imagination, and to train those who are to enter the professions, to become graceful and pleasing speakers. Introduce it as a relief from study, a pleasing recreation, and a source of intellectual enjoyment. Introduce it as a part of the æsthetic education, so peculiarly appropriate for woman. Make it a part of the education of man as an expressive being.

PUBLIC INSTRUCTION IN CALIFORNIA.

[NOTE.—We make the following extract from a very interesting article in *Barnard's American Journal of Education*, for December, prepared by Prof. WILLIAM RUSSELL, of Massachusetts, who has always taken a lively interest in the educational progress of California. We feel sure that no apology is needed for republishing these extracts, and our only regret is, that we cannot publish the article in full.]

The following outline of the condition of education, past and present, in the State of California, is derived from one of the most valuable documents of its class that has hitherto claimed the attention of the educators of our country. We refer now to the "*First Biennial Report* of (Hon. JOHN SWETT,) the Superintendent of Public Instruction," a volume of 420 pages.

Superintendent Swett has, in this noble contribution to the interests of national education, laid our whole country under lasting obligations; and it is a highly gratifying indication of its value, that California's younger sister, Nevada, has adopted, for the moulding of her public school system, that of her elder sister, as matured and perfected by the indefatigable exertions of one whose long professional experience, and peculiar qualifications for his present office, give such force to all his suggestions, whether regarding methods of instruction, or legislative measures for the diffusion of education.

To those of our readers who have not enjoyed opportunity for perusing Mr. Swett's Report, the following summary sketch of the educational progress of California, as a State, will prove, we doubt not, peculiarly interesting:

"The foundation of the Public School system of California was laid in the Constitutional Convention, held in Monterey, September, 1849.

"The select committee on the State Constitution reported in committee of the whole, in favor of appropriating the five hundred thousand acres of land granted by Congress to new States for the purpose of internal improvements, in addition to the 16th and 36th Sections in each township, to constitute a perpetual School Fund. The adoption of this Report secured to California her school fund and school system."

The State Constitution, as adopted, made provision, also, for the

election by the people of a Superintendent of Public Instruction, for the establishment of "a system of common schools, by which a school shall be kept up and supported in each district, at least three months in every year," and for the disposition of lands granted to the State for the use of a University.

San Francisco was the first place in the State to organize a free public school, by its ordinance adopted in 1850, in virtue of which Mr. J. C. Pelton is entitled to the credit of pioneer in that department. In 1851, the city made provision for a City Board of Education and a Superintendent of Schools, under whose direction two schools were opened in December, 1851, in conformity with the State school law passed that year.

In January, 1852, the first Superintendent of Public Instruction, Mr. John G. Marvin, made his first annual report, recommending a revision of the law of the previous year, an appropriation of $50,000, together with a school tax of five cents on a hundred dollars, the creation of the office of county superintendents, and the establishment of school libraries.

In 1852, a revised school law was, after some opposition, adopted, which embraced many salutary provisions touching the pecuniary interests of the State in connection with the school fund, the introduction of text-books, the examination of teachers, the government of schools, and the annual holding of a teachers' convention.

In 1853, a school fund was further secured by special legislative provision; the cities and counties of the State were empowered to tax themselves for the support of public schools; and provision was made for securing a share of the school fund to religious and sectarian schools.

On the first of January, 1854, Mr. Paul K. Hubbs was elected as successor to Mr. Marvin, and, in his first annual report, stated that the school fund, from the sale of school lands, amounted to $463,000. In a second report for the same year, Mr. Hubbs mentioned the alarming fact, that notwithstanding the increased average attendance on school, vast numbers of the children of the State were growing up unable to read or write. He recommended, also, the establishment of a State Industrial School and a State University. * * *

In 1857, the new Superintendent, Mr. Andrew J. Moulder, pre-

sented, in his first report, the sad fact, that, while the number of schools had increased within four years nearly seven-fold, the number of teachers nearly nine-fold, the number of children more than three-fold, the semi-annual contribution by the State had dwindled to nearly one-half. In view of this fact, he urged the necessity of increasing the rate of county school tax, a more exact management of district funds, an appropriation for the support of teachers' institutes, and the establishment of a State Industrial school, of a Military Institute, and a University devoted chiefly to the training of engineers, miners, surveyors, geologists, metallurgists, chemists, —practical and scientific,—as best adapted to the immediate wants of California. * * *

By the school law of 1861, provision was made for the sale of "the sixteenth and thirty-sixth sections" of school lands,—the proceeds to be deposited in the State school fund. The auspicious result was, that, in less than a year, nearly two hundred thousand acres were sold, and the proceeds deposited accordingly. * *

Mr. Moulder was succeeded in the office of State Superintendent of Public Instruction, January 1st, 1863, by Mr. John Swett, so well known to the friends of education throughout the State, as, for ten years, the efficient and successful principal of the Rincon Point school of San Francisco, and an able and distinguished pioneer in the cause of public instruction in California. His peculiar adaptation to the duties of the honorable office which he now fills, was well known to the officers and students of the Normal Institute of Merrimack, N. H., where he pursued his professional studies with distinguished success; and to his instructors and classmates, it has been a source of the highest gratification to watch the characteristic energy and efficiency with which he discharges the duties assigned him in his adopted State.

The constitutional amendments adopted by the people of the State of California, in 1862, having cut short his term of office from three years to eleven months, he was re-elected for a term of four years.

His first official report, (that for the year 1863, the thirteenth annual State document of that character) embraced a mass of statistic material relating to the condition of schools and the educational interests of the State, accompanied by a body of valuable

suggestions for the guidance of teachers and officers in the various relations of instruction and administration. We quote from this report a few of its closing words:

"I have endeavored to set forth, in plain words, the defects and the wants of our public school system. Could I have conscientiously done so, it would have been pleasanter to have found more to commend and less to censure; but unmerited laudation seldom effects needed reforms.

"In entering upon another official term of four years, I am able to comprehend, in some measure, the magnitude of the work to be done; and I assume the task in no spirit of self-confidence. Having devoted my whole life to the profession of teaching—having taught ten years in the public schools of this State—I have an ambition to co-operate with the many earnest and devoted teachers in California, who are striving to awaken public opinion to a truer estimate of the relation of free schools to the future permanence and prosperity of the State, and to a higher estimate of the profession of teaching."

A supplementary and amendatory bill, prepared by Superintendent Swett, and introduced in the Assembly, 1864, by Mr. J. J. Owen, chairman of the committee on education, contained the following among other provisions: "The levying of an annual State school tax of five cents on each hundred dollars of taxable property in the State, to be apportioned in the same manner as the interest of the State school fund; each county to levy a minimum county school tax, equal to two dollars for each child between four and eighteen years of age; the maximum rate of county tax allowed by law to be raised from the previous rate of twenty-five cents to thirty cents on each one hundred dollars; public school trustees to levy a direct property tax sufficient to maintain a public school five months in each year, whenever the State and county school money shall be insufficient for that purpose; county superintendents to be authorized to subscribe for a sufficient number of copies of some State educational journal to furnish each Board of school trustees in the State with one copy, at an expense not exceeding one dollar a year."

The bill, of which the above were the prominent provisions, passed the Assembly without opposition, and the Senate by a handsome majority; and the beneficial results were fully evinced by the statistics given in the Biennial Report of the State Superintendent for the school years 1864 and 1865.

From this valuable document we extract the following condensed statement of the progress made in the system of public instruction in California during that period:

"At the opening of this report I take pleasure in stating that the criticisms of 1863 no longer apply to our school system, and that the hope expressed in 1864, has been more than realized.

"Notwithstanding the school year closed before the bountiful harvests of the autumn were gathered, and while the State was still suffering from its previous financial prostration, the statistical returns exhibit an educational progress of which all Californians may well be proud."

This favorable statement Mr. Swett proceeds to verify by reference to the educational statistics of the year 1865, as exhibiting an increase of school money raised by taxation alone, over the preceding year, from three and seven-tenths per cent. to ninety-one and seven-tenths per cent., an increase of the average length of schools equal to nearly one month, of teachers' salaries to sixty per cent.; the amount of school revenue raised to two dollars and fifty-eight cents per census child; of expenditures for school houses, an increase of $164,000; of pupils attending the public schools, sixteen per cent.; an increase in the number of free schools of seventy-eight in two years; a discontinuance of "rate bills," extending to half the number of children attending the public schools, the remainder paying an average tuition of twenty-five cents a month. Mr. Swett proceeds to say:

"But there is a vital and intangible aspect which no statistics can exhibit. The strong hold which the schools have taken on public opinion; the greater skill, earnestness, and ability of teachers; the improvement in methods of instruction and classification; the greater interest and enthusiasm of pupils, consequent upon the introduction of better books; the greater interest of parents; the civilizing agency of well conducted public schools in all the little communities of the State—these cannot be expressed in figures nor conveyed in words.

"California has taken her place in the front rank with those States whose material prosperity has been the result of public schools; and it is the duty of every legislator and every statesman to strengthen and perfect a system of schools which shall educate a race of men and women for the next generation that shall inherit, with the boundless resources of the Golden State, something of the energy, enterprise, talent, character and intelligence which have settled and civilized it."

The Report comprises a mass of statistical and financial details of the highest value, but of which our limits do not admit even a synopsis. We restrict ourselves to some selections from the prominent topics of the volume which possess peculiar interest:

"In California, male teachers are paid only a fraction more than one-sixth higher monthly wages than female teachers.—I am proud of the fact that in this new State the rights of female teachers are thus regarded. I hope this may long continue, and that many schools now taught by men, will be placed under the instruction of refined, accomplished, intelligent and enthusiastic women.

"It has been my sanguine hope, for many years, that, in this new State, teaching might aspire to the dignity of a profession; that teachers might learn to combine their strength, respect themselves, command the respect of others, and honor their occupation. I have lived already to see the promise of the future. It has been and is my highest ambition to elevate the profession of teaching; for I well know that in no other way can the public schools be made the great educators of the State and the Nation. If the citizens of this State desire to have good schools, they must pay professionally trained teachers high salaries. If they want talent, they must buy it."

EDUCATIONAL DIPLOMAS.—"The provision for State educational diplomas was eminently wise and judicious. More than a hundred teachers have secured such certificates, and none have dishonored them. It has done much to foster a spirit of professional pride, and to raise the standard of qualification at the county examinations."

By the "Revised School Law," approved March 24th, 1866, professional diplomas are classified as conferred by State, county, and city boards of examination.

[Here follows an abstract of the sections relating to State Certificates and Diplomas.]

The close attention to details in these enactments, indicates the careful consideration with which the measures contemplated have been prepared. The results already secured, place the State of California on high vantage-ground, as a field of educational labor, inviting the attention of all worthy candidates for the office of teachers; and the State cannot fail to reap a rich reward for the noble spirit of enterprise which, in this respect, it has manifested. Its popular designation, "The Golden State," will, ere many years shall have elapsed, bear a new and higher meaning, referring to "riches that perish not with the using." In coming years, the other and older States, in which but a partial progress has as yet been made toward the results already secured in California, will gratefully acknowledge the benefits derived from the influence of her example.

[The article closes with a full abstract of the Revised School Law of 1866, from which we extract only the following comments.]

"Sec. 65" provides that "no teacher shall be entitled to draw for salary any school moneys, unless such teacher shall be employed by *a majority of the trustees*, nor unless the holder of a legal *State, city, or county teacher's certificate* in full force and effect."

The youthful and vigorous State of California has not, it would

seem, been troubled with seeing "a lion in the path" of improvement, as regards the matter of professional diplomas. In this respect she has set a worthy example to some of her older sisters, who have labored under the apprehension which Solomon speaks of as characterizing a certain class of persons.

A valuable security is provided for all California teachers, in "Section 66" of the revised school law, which limits a school month to *twenty* school days, or four weeks of *five* school days each, and exempts all teachers from professional labor on the annual recurrence of the Fourth of July, the First of January, Christmas day, the days of special and judicial election, and such days of fasting or thanksgiving as may be appointed by the President of the United States, or the Governor of California.

"Sec. 67" deals successfully with matters which have been found exceedingly troublesome in other States. It provides that every teacher shall have power to hold every pupil to *a strict accountability*, in school, for any disorderly conduct on the way to or from school, or on the playgrounds of the school, or during intermission or recess; *to suspend from school* any pupil for good cause, *provided*, that such suspension shall be reported by the teacher to the trustees as soon as practicable; and if such action is not sustained by them, the teacher may appeal to the county superintendent, whose decision shall be final, whether for or against expulsion.

"Secs. 68 and 69" confer on teachers, in case of revocation of certificate or of dismissal, the right of *appeal to the State board of examination, or to the State board of education.*

"Sec. 70" repeats, in spirit, the noble sentiments of the Fathers of New England, regarding the obligation of teachers as to *moral instruction.* "It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of morality, truth, justice and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship."

"Sec. 96" levies and directs to be collected and paid in the same manner as other State Taxes, an annual ad valorem tax of eight cents on each one hundred dollars' value of all taxable property throughout the State. The Board of Supervisors of each

county shall annually levy a school tax of at least thirty-five cen for each one hundred dollars, or three dollars for each child in th county between the ages of five and fifteen. There is nothing s liberal in the way of school taxation in any other State in the worl

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EMPLOYMENT OF FEMALE TEACHERS.

One of the most significant and peculiar characteristics of th public schools of this country is the very common employment o women to be not only teachers of girls, but teachers of boys an girls in the same classes, and sometimes of boys alone. Thus, i Massachusetts, last year, only about one-seventh of the teachers o the State were men, six-sevenths women; and the yearly return showed a decrease of 130 in the number of male teachers, and still greater increase in the number of female teachers. In Con necticut, the proportion of male teachers is greater than in Massa chusetts in winter, and less in summer. Nearly 2,000 women teac in summer, and only a few more than 100 men. The facts ar similar in other parts of the country. Foreigners find it very har to understand how this can be a satisfactory arrangement. W well remember meeting once a veteran and distinguished teacher i Germany—Dr. Vogel, of Leipsic—who began a school conversatio with emphatic expressions of surprise that the employment of wome could prove acceptable to the managers of American schools, an especially in the instruction of boys. Whatever objections may b made, it is certainly at the present time a necessity to emplo women, and the necessity is not without many great advantages If Massachusetts should discharge her brigade of 6,000 femal teachers, she could only supply their places with great difficulty increased cost, and with an inferior class of men. Two noteworth changes, in respect to the employment of women, are in progress The first is their selection in positions which require at once hig scholarship and superior administrative capacity. It is not uncom mon to find ladies regarded as fit to be principals of large and im portant city schools: for example, the Roxbury High School, an the Shurtleff Grammar School in Chelsea, have just been committe

to the superintendence of women. A more remarkable instance is the appointment of Miss Johnson to be principal of the admirable normal school for girls in Framingham, Mass. Gov. Bullock, in a public address, referred to this election "as the first official and conspicuous announcement of a policy which appears to be founded on philosophical reasoning and on the results of a large experience." This example of Massachusetts is likely to be followed by the other States just as fast as women show themselves to possess the requisite qualifications. Curiously enough, this will be done not so much because women are theoretically the best teachers, in the minds of our school committees, but because equally competent men cannot be secured at the salaries which are commonly paid. This leads us to speak of the second change. Women are paid much better wages than formerly; $1,000 per annum is not an uncommon salary for a first-class female teacher. The highest salary which we know of paid to a lady teacher is $1,500. In a list of graduates of the Oswego normal school we find the names of four paid $1,000 each, and eleven others paid $700 or more. Such pay is likely to act as a strong stimulant to young ladies to fit themselves for the highest positions. It furnishes a great contrast to the old-fashioned traditional pay of a country "school ma'am"—$2 a week and "board round." Perhaps it may be the harbinger of that state of society which has begun in Kansas, where the men are so few because of their sacrifice in war, or so busy in their occupations in a new country, that women are made school visitors and district committees. Who can tell where all this tends?—*The Nation.*

Department of Public Instruction.

STATE TEACHERS' INSTITUTE.—A State Institute will be held in the city of San Francisco, commencing on Tuesday, May 7th, and continuing four days. This Institute will be held during the session of the City Schools, and the forenoons of each day will be devoted to visiting the public schools of San Francisco, and observing methods of teaching and government.

The afternoons and evenings will be devoted to lectures, discussions and general business.

A meeting of the State Educational Society will be held during the Institute session, and an address will be delivered before the Society by the President, Theodore Bradley, Principal of the Boys' High School, San Francisco. All holders of Life or State Diplomas will be eligible to membership in this professional society, and will be invited to become members.

Arrangements have been made with the California Steam Navigation Company by which all teachers attending the Institute will receive a *free return pass*. It is probable that the various railroad companies will extend the same courtesies.

It is hoped that all Boards of Trustees will not only allow the teachers in their employ to attend the Institute, but will also continue their wages during the week of attendance on the Institute. It is hoped that every professional teacher who holds a State Certificate, will be in attendance; that all County Superintendents will be present, and every teacher in the State will make an effort to attend.

Teachers of private institutions, colleges and college schools, are cordially invited to attend and participate in the proceedings.

The Institute sessions will be held in the spacious hall of the Lincoln School building, and the teachers of San Francisco will do everything in their power to make the Institute and the visits to the schools both pleasant and useful

LIST OF COUNTY SUPERINTENDENTS OF COMMON SCHOOLS OF THE STATE OF CALIFORNIA, WITH A STATEMENT OF THEIR SALARIES. TERM OF OFFICE EXPIRES IN MARCH, 1868.

COUNTIES.	Name of Superintendent.	Post Office Address.	Number of School Districts.	Salary.
Alameda	Rev. Chas. E. Rich	Alameda	27	$ 600
Alpine	L. S. Greenlaw	Markleeville	5	240
Amador	Rev. S. G. Briggs	Jackson	27	600
Butte	R. H. Allen	Chico	34	636½
Calaveras	F. O. Barstow	Mokelumne Hill	23	900
Colusa	W. S. Green	Colusa	12	.....
Contra Costa	Rev. H. R. Avery.	Pacheco	26	600
Del Norte	J. D. Bailey	Smith River	4	.....
El Dorado	E. B. Conklin	Placerville	40	1,433½
Fresno	S. H. Hill	Kingston	7	250
Humboldt	Rev. Wm. L. Jones	Eureka	13	300
Inyo	J. Earl	Camp Independence	....	.....
Kern	E. W. Doss	Havilah City	....	.....
Klamath	John N. Rand	Sawyer's Bar	1	240
Lake	A. P. McCarty	Lakeport	11	100
Lassen	A. A. Smith	Susanville	9	200
Los Angeles	Wm. J. McKee	Los Angeles	12	300
Marin	A. Barney	San Rafael	17	500
Mariposa	David W. Washburn	Mariposa	9	400
Mendocino	C. C. Cummings	Ukiah City	23	600
Merced	Charles M. Blair	Union	4	160
Mono	.....	.....	....	.....
Monterey	Thomas Bralee	Monterey	10	300
Napa	Rev. A. Higbie	Napa	22	800
Nevada	M. S. Deal	Nevada	25	600
Placer	S. R. Case	Auburn	33	1,800
Plumas	G. W. Meylert	Crescent Mills	12	400
Sacramento	Dr. F. W. Hatch	Sacramento	48	1,000
San Bernardino	Wm. L. Ragsdale	San Bernardino	11	.....
San Diego	G. A. Pendleton	San Diego	1	360
San Francisco	John C. Pelton	San Francisco	....	4,000
San Joaquin	Melville Cottle	Stockton	55	1,250
San Luis Obispo	P. A. Forrester	San Luis Obispo	3	300
San Mateo	Robert Greer	Redwood City	11	300
Santa Barbara	A. B. Thompson	Santa Barbara	3	200
Santa Clara	J. R. Brierly	San José	44	900
Santa Cruz	H. P. Stone	Soquel	16	500
Shasta	W. L. Carter	Shasta	21	600
Sierra	I. B. Fish	Downieville	20	400
Siskiyou	Thomas N. Stone	Yreka	20	600
Solano	Geo. W. Simonton	Vallejo	30	450
Sonoma	C. G. Ames	Santa Rosa	69	1,380
Stanislaus	T. T. Hamlin	Langworth	11	200
Sutter	Dr. E. B. Dunwell	Yuba City	28	350
Tehama	Wm. T. Cressler	Red Bluff	11	300
Trinity	David E. Gordon	Weaverville	9	250
Tulare	M. S. Merrill	Visalia	13	300
Tuolumne	H. H. Spencer	Columbia	15	360
Yolo	M. A. Woods.	Cache Creek	31	600
Yuba	H. H. Rhees	Marysville	25	100

STATE TEACHERS' CERTIFICATES.—The number of State Certi
icates issued in this State, since 1863, and now valid, is as follows

State Life Diplomas	33
State Educational Diplomas, valid for 6 years	53
First Grade State Certificates, valid for 4 years	57
Second Grade, for 2 years	48
Total	191

Thus it appears that one-sixth of all the public school teachers i
California are the holders of State Certificates. What State ca
show a better professional record in four years?

SCHOOL LIBRARIES.—It is the duty of County Superintendent
to require the different District Boards to make immediate arrang
ments for the purchase of School Libraries with the ten per cen
reserved fund of the State School Money. When Trustees are to
remote from cities to purchase Libraries, we recommend them t
authorize the County Superintendent to buy them. County Supe
intendents who expect to attend the State Institute, will find that
convenient time to make their selections. The State Superintend
ent will make selections for any Trustees who may desire to hav
their Libraries forwarded to them.

STATE EDUCATIONAL DIPLOMA.

[Revised Form.]

No._____

STATE EDUCATIONAL DIPLOMA.

State of California. [Seal.] *Department of Instruction.*

The State Board of Examination having examined
in compliance with the provisions of the Revised School Law
hereby issue this State Educational Diploma, which entitles th
holder to teach in any Public School in this State, and which sha
remain valid for the term of six years from date.

_____ Sup't Public Instruction.

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State Board of Examination.

DEPARTMENT OF PUBLIC INSTRUCTION.

San Francisco,_____

[Reverse.]

STANDING IN EXAMINATION.

	Credits.	Pres Stan.
Arithmetic	.....	100
Grammar	.....	100
Geography	.....	100
History of United States	.....	100
Theory and Practice of Teaching	.....	100
Algebra	.....	50
Physiology	.....	50
Natural Philosophy	.....	50
Penmanship	.....	50
English Composition	.....	50
Orthography	.....	50
Defining	.....	50
Reading and Elocution	.....	50
Constitution and Government of United States	.....	50
School Law of California	.....	50
Extra Credits, not to exceed 25 for each branch:		
Vocal and Instrumental Music	.....	.....
Drawing	.....	.....
Calisthenics and Gymnastics	.....	.....
Experience in Teaching	.....	.....
Total	.....	1,000
Per centage	.....	.....
Relative Standing in Examination	.....	.....
Whole number examined	.....	.....

FORM OF A STATE LIFE DIPLOMA.

No._____

STATE LIFE DIPLOMA.

State of California. [Seal] *Department of Instruction.*

The State Board of Education, having had satisfactory evidence that the bearer, holds a State Diploma, received from the State Board of Examination after a full and thorough examination in all the studies required by law; that has

had the requisite number of years' experience in Teaching, and ha
been recommended by the State Board of Examination as worth
to be admitted to the highest honors of the profession of Teaching
hereby issue to , in accordance with the provisions of th
Revised School Law, this State Life Diploma, which entitles th
holder to teach in any Public School in this State, and which sha
remain valid during the life of the holder.

San Francisco, , 186

	Sup't of Santa Clara Co.
Governor.	Sup't of San Joaquin Co.
Sup't Public Instruction.	Principal S. N. School.
Sup't of San Francisco.	Elected Member.
Sup't of Sacramento Co.	Elected Member.

STATE BOARD OF EDUCATION.

STATE TEACHERS' INSTITUTE.—The following subjects, among others, will be presented for discussion at the next State Institute and teachers are invited to prepare themselves for the debates:

The Self-Reporting System, in Deportment and Recitations.

Methods of keeping Recitation Records.

Practical methods of teaching the use of the English language.

Detention of pupils after school hours for imperfect recitations.

School Cabinets and Libraries.

The study of Ancient and Modern Languages in the Public Schools.

Use and Abuse of Medals and Prizes in School.

School Exhibitions and Examinations.

ERROR CORRECTED.—By some singular mistake of the printer, or his devil, the names of H. P. Stone, Fred'k M. Campbell, Charles G. Ames, Wm. N. Granger, and Miss Kate Kennedy, appeared in the printed list of the last number of the TEACHER as having received Second Grade State Certificates. The copy for the TEACHER was mostly made up by the State Superintendent prior to his trip

in the Southern counties, and consequently he had no opportunity to examine the proof. The above named teachers received State Educational Diplomas, and were so reported in the copy sent to the printer.

CATALOGUE OF THE GRADUATING CLASSES OF THE CALIFORNIA STATE NORMAL SCHOOL.

FIRST GRADUATING CLASS, 1863.

NAMES.	FROM WHAT COUNTY ENTERED.	PRESENT RESIDENCE AND OCCUPATION.
Miss Bertha Comstock.....	San Francisco..	Potrero School, San Francisco.
" P. Augusta Fink.....	" " ..	Spring Valley Primary, San Francisco.
" Nellie Hart.....	" " ..	Married.
" Louisa Mails.....	" " ..	Not known.

SECOND GRADUATING CLASS, MAY, 1864.

Miss Susie D. L. Carey.....	Santa Clara...	Head Assist. Union Gram. Sch., S. F.
" Annie S. Jewett.....	" " ...	Stevenson St. Primary, San Francisco.
" Lizzie B. Jewett.....	" " ...	Lincoln Grammar School, S. F.
" Jennie O. Day.....	" " ...	Married, Oakland.
" Victoria Beverly.....	" " ...	Married. Not teaching.
" M. Augusta Krauth...	El Dorado....	Broadway Primary, San Francisco.
" Minnie Scott.....	San Francisco..	Married.
" Ellen S. Baldwin.....	" " ..	Broadway Primary, San Francisco.
" Jane Smith.....	" " ..	Tehama Street Primary, S. F.
" Mary J. Norton.....	" " ..	Spring Valley Grammar School, S. F.
" Eva Solomon.....	" " ..	Married. Not teaching.
" Julia Clayton.....	" " ..	Married. Not teaching.
" Ariadne L. Kimball...	" " ..	Orphan Asylum, San Francisco.
" Clara A. Cummings...	" " ..	Union Primary, San Francisco.
" Margaret Wade.....	" " ..	Rincon School, San Francisco.
" Mary Goldsmith.....	" " ..	Married. Not teaching.
" Mary E. Williams....	" " ..	Eighth Street Primary, San Francisco.
" Ellen G. Grant.....	Nevada.....	Montgomery St. Primary School, S F.
Mr. M. V. Ashbrook.....	Solano.....	Antioch Public School.

THIRD GRADUATING CLASS, DECEMBER, 1864.

Miss Carrie P. Field.	Santa Cruz....	Union Primary, San Francisco.
" Lucinda Allyne.....	San Francisco..	Not teaching.
" Sadie Davis.....	" " ..	Fourth Street Primary, San Francisco.
" Annie E. Kennedy....	" " ..	El Dorado County.
" Minnie Girvin.....	" " ..	Married. Not teaching.
" Philena Sawyer.....	" " ..	Married. Not teaching.
Mr. E. Broadbent.....	Sierra	Santa Cruz.
" H. E. McBride.....	Tulare.....	Sub-Master Washington Gram. School.
" Wm. R. Bradshaw....	Placer	Oakland Public School.

FOURTH GRADUATING CLASS, JUNE, 1865.

NAMES.	FROM WHAT COUNTY ENTERED.	PRESENT RESIDENCE AND OCCUPATION.
Miss Sophronia Mills.	San Joaquin.	San Joaquin County.
" Mary Perkins.	Placer	Placer County.
" Cornelia A. Campbell.	Sonoma	Sonoma County.
" Maggie L. Jordan.	San Francisco.	Market Street Primary, S. F.
" Fan. A. Estelle Nichols.	" "	Tehama Street Primary, S. F.
" Fanny Soulé.	" "	Greenwich Street Primary, S. F.
" Caroline A. Menges.	" "	Never engaged in teaching.
" Mary Youngberg.	" "	San José.
" Anna Gibbons.	" "	Fourth Street Primary, S. F.
" Annie M. Jourden.	" "	Market Street Primary, S. F.
" Florence A. Morgan.	" "	Fourth Street Primary, S. F.
" Nellie A. Littlefield.	" "	Market Street Primary, S. F.
" Augusta Cameron.	" "	Rincon Primary, San Francisco.

FIFTH GRADUATING CLASS, DECEMBER, 1865.

Miss Jennie E. Greer.	San Mateo.	Redwood City, Primary.
" Sabrina A. Williams.	Yuba	
" Nettie Doud.	San Francisco.	Denman Grammar School, S. F.
" Mary H. Estabrook.	" "	Union Primary, San Francisco.
" Maria O'Conner.	" "	Mission Grammar School, S. F.
" Sarah A. Frissell.	" "	Eighth Street Primary, S. F.
" Mary E. Hall.	" "	Contra Costa County.
" Mary Pasco.	" "	Tehama Street Primary, S. F.
Mr. Joseph F. Kennedy.	Alameda	Mayfield.
" J. Alexander Louttit.	Calaveras	Principal Brooklyn Grammar School.
" Louis J. Megerle.	San Joaquin.	University of the Pacific.

SIXTH GRADUATING CLASS, JUNE, 1866.

Miss Mary J. Morgan.	Sacramento	Downieville Public School.
" Lizzie A. Morgan.	"	Not teaching.
" Charlotte F. Stephenson	"	Downieville Public School.
" Maria L. Soulé.	Placer	Not teaching.
" Amy E. Campbell.	San Francisco.	Greenwich Street Primary, S. F.
" Abbie A. Carswell.	" "	
" Almira T. Flint.	" "	Denman School, Primary, S. F.
" Gazena A. Garrison.	" "	Watsonville Public School.
" Lillie E. Gummer.	" "	Denman Primary School, S. F.
" Elizabeth York.	" "	Cosmopolitan School, San Francisco.
" Annie M. Holmes.	" "	Fifth Street Primary, San Francisco.
" Sarah E. Miller.	" "	Cosmopolitan School, San Francisco.
" Mary F. Metcalf.	" "	Not teaching.
" Mary S. Moulthrop.	" "	
" Frances B. Piper.	" "	Not teaching.
" Frances Simon.	" "	Napa County.
" Elizabeth White.	" "	Union Primary, S. F.
Mr. Ervin D. Humphrey.	Solano	Fairmount School, San Francisco.
" Abner F. Olinger.	Santa Cruz	Chico Grammar School.
" Arthur Rogers.	Santa Clara	Santa Clara County.
" Nelson S. Trowbridge.	Amador	Yolo County.
" Silas A. White.	San Francisco.	West End School, San Francisco.

Whole number of graduates—78. Teaching in San Francisco—39.

Resident Editors' Department.

HOLDERS OF LIFE DIPLOMAS.

James Denman—Was born in the town of Neversink, New York; educated in public schools; graduated from the New York State Normal School in 1849. Engaged in teaching in the Poughkeepsie Academy; in a private school at New Hackensack; and in the Sullivan County Institute. Came to California in 1851, and immediately engaged in teaching in the "Happy Valley School," located on Minna street, near Second street, in which school he remained until 1857, when he resigned on account of ill-health and retired to a farm in Sonoma County, near Petaluma. In 1859, he returned to this city, and was elected City Superintendent of Public Schools for the term of two years. In 1861, he left California for a two years' visit to the Eastern States and Europe. In 1864, he was elected as Principal of the old "Happy Valley School," named after him the "Denman" Grammar School, in which position he is now engaged in teaching.

George W. Simonton—Born at Camden, Maine, in 1824; educated in Camden public and high schools; engaged in teaching in various public schools in that State, and several years in the Camden High School—in all fifteen years. Came to California in 1859, and has been engaged in teaching ever since, in Solano County. He is at present the County Superintendent of Solano County, serving his second term, and Principal of the Vallejo Grammar School.

Cyrus C. Cummings—Was born in Cumberland, Maine, in 1818; educated in Falmouth Academy, and Stevens Plains Seminary; taught school three years in Maryland, and ten years in Kentucky. Came to California in 1853; taught school one term at Marysville; was five years engaged in mining; taught school in Sonoma County three years, in Solano County one year, and for the last two years in Ukiah City. Mr. Cummings also holds the office of County Superintendent of Public Schools, of Mendocino County.

Robert Taylor, Jr.—Was born in Indiana County, Pennsylvania, in 1830; educated in public schools and at Washington College, Pennsylvania; taught public schools in Pennsylvania for six years; came to California in 1854, and engaged in mining until 1863; has since been engaged in teaching public schools, mostly in El Dorado County.

George Brown—Was born in Dalkeith, near Edinburgh, Scotland; edu-

cated at Dalkeith Academy; emigrated to Cincinnati, Ohio, and engaged i teaching public and private schools for several years in the States of Kentuck and Ohio; came to California in 1863, and has since been engaged in teachin in Contra Costa and Mariposa Counties. He is now teaching the public scho at Hornitos, Mariposa County.

IRA G. HOITT—Was born in Lee, N. H., in 1833; fitted for College a Phillips Academy, Exeter; entered Dartmouth College and worked his wa through by his own exertions; graduated in 1860, and engaged as Principal o the Holliston, Mass., High School, where he remained two years, and then re signed to take charge of the Stoneham, Mass., High School. This position, a the end of six months, was given up for the better position of Principal of th Marlborough, Mass., High School. In 1863, the Committee on English Hig School, Boston, tendered him the appointment of Assistant in that School. Thi position he resigned in 1864, for the purpose of coming to California. He wa first elected Sub-Master of the Denman Grammar School; next, Principal o the Rincon Grammar School; and then Principal of the Lincoln Gramma School, which place he now holds.

T. W. J. HOLBROOK—Born in Braintree, Mass., 1837; educated in th public schools; at Hollis Institute; Bridgewater State Normal School; an Pierce Academy, Middleboro', Mass. Commenced teaching at the age of 17, i Stoughton, Mass. Afterwards taught three seasons in his native town. Cam to California in 1858. Engaged in mining in Tuolumne County, and in stoc raising three years. Commenced teaching in San Joaquin County, remainin one year. Then taught two years in Knight's Ferry; six months in San José and was elected Sub-Master of the Denman Grammar School in 1864, an soon after transferred to the place of Sub-Master in the Lincoln Gramma School, where he is at present engaged in teaching.

THOMAS S. MYRICK—Was born in Oneida County, New York, in the valle of the Mohawk. From his earliest boyhood to eighteen years of age, he wa thoroughly instructed in Latin, Greek, Hebrew, French, German, Mathematics Natural Sciences, and English literature, in the best academic and collegiat schools in Central New York. At eighteen years of age, he commenced th profession of teaching as an assistant in an academy under the Regents. Sinc then, he has been principal of one academy and four public city schools. H established a large public school in Michigan, which is known there as th "Jackson Union School," and he presided over it for several years. He is no Principal of the Union Grammar School of San Francisco, where he has bee since 1860. He taught the Market Street School four years, commencing i December, 1855. He came to California in 1850, and passed through all th vicissitudes of the early history of the State, in mountain, valley, and town

ROLL OF HONOR, EUREKA DISTRICT, BUTTE CO., JOHN C. GRAY, TEACHER.—Charles Thomas, John Jones, Henry Bielar, Miss Clara Clindinin, Miss Ell Wick, and Miss Mary Bielar.

AMONG THE SCHOOLS.

We left San Francisco on the ninth of February, in the steamer "Orizaba," for the southern counties of the State. The steamer was delayed at Santa Barbara three hours, giving us time to go ashore, see the teacher, some of the school men, and to make inquiries concerning the school.

SANTA BARBARA.—The Santa Barbara district numbers 681 census children, and has two schools with three teachers, numbering 332 pupils enrolled for the year, and an average attendance of 211 scholars. The girls' school, which numbers about 90 pupils, is most successfully taught by Miss Green, formerly a teacher in Miss Aldrich's private seminary in this city, assisted by a young lady whose name we do not now remember. This school is soon to be removed to new school-rooms, recently fitted up in one of the old city buildings.

WILMINGTON.—The steamer being detained all day in the port of San Pedro, we had an opportunity of visiting the Wilmington school, which we found in most excellent condition.

This school, which numbers 45 pupils, is in charge of Miss Julia Wilkins, whose ability is shown from the fact that she has taught the same school several years in succession. The school-house is a neat, two-story building; the school-room is furnished with neat and comfortable desks, and the school itself is orderly, quiet, and attentive. Wilmington numbers only 95 census children. This town, which has been built up by the business enterprise of Phineas Banning, State Senator from Los Angeles County, is the Government depôt for the transportation of troops and freight for Fort Yuma and Arizona. The barracks and Government store-houses are extensive and well built.

SAN DIEGO.—We glided into the beautiful and land-locked bay of San Diego just at dusk, and next morning our eyes were gladdened by a sight of the town so dear to the heart of John Phœnix.

The first impressions of San Diego are not particularly prepossessing. The old adobe houses in ruins, give it a dilapidated appearance; and not a shrub, or flower, or green thing is to be seen around the plaza, with the exception of four stunted little sycamore trees.

The principal objects of interest and ornament in the town, are the town pump, now in ruins; the flag-staff; and an old bronze Spanish six-pounder, "El Jupiter," a relic of the days of Spain and Charles the Third. The San Diegans pride themselves on their delicious climate, so favorable to consumptive invalids, and rest tranquil in the faith that San Diego will one day, on account of its harbor, rival San Francisco.

The public school taught by Miss E. G. Barrett, numbering 45 scholars, is held in a plain, but neat school-house, and is, in all respects, a well-conducted school. San Diego County comprises but one school district, and that embraces some twelve thousand square miles, being nearly twice as large as the State of Massachusetts.

Children in the remote parts of the district would have to travel 150 miles to school. The county contains 342 children, and has only one public school,

which is in the town of San Diego. A new school is to be started soon at a settlement 65 miles from the town. The State apportionment received by the San Diego district, this year, amounted to $1,094.40, enough to maintain a free school all the year.

With the fund at command, the Trustees can well afford to raise the salary of their excellent teacher from $65 per month to $80, and they ought to do it. The female teacher we sent down there two years ago got married, probably on account of low salary; and if Capt. Thorne, of the "Orizaba," is to be believed her successor intends to take the same melancholy course. Are there any courageous young ladies who want to teach the San Diego School when the next vacancy happens?

We took a six days' vacation at San Diego—the first vacation we have enjoyed for four years—from the fact that we could not get away until the arrival of the weekly mail line from Los Angeles.

From San Diego to Los Angeles the distance is 120 miles, a two-days' stage ride. A cold, drizzling rain did not add to the comfort of the trip.

Los Angeles.—We passed two days in visiting the schools of this city. The city contains 1048 children of school age, of which number about 250 attend the public schools, and 150 the private schools, leaving about 600 not attending any school. There are two substantial, but poorly planned two-story brick school-houses, and one new brick house, two miles from the center of the city, which was erected last year. The new house is well arranged, well furnished, and is designed for an ungraded school, which is taught by Mrs. E. A. Williamson, who deservedly ranks as a first-class teacher. In the city schools proper, there is one Grammar class for girls taught by Miss Mary E. Hoyt, a deservedly popular teacher, and also a Grammar class for boys.

One of the primary schools, mostly attended by children of Spanish descent is well taught by Miss Maddigan; and the other is in charge of Mrs. Foster who has been several years engaged in the schools. Los Angeles County contains 2054 children between 5 and 15 years of age, and its last State appointment amounted to $8,012. The rate of county tax levied last year was 35 cents on a hundred dollars, and the same rate will be levied this year. Out of 2054 children of school age, only 581 were last year enrolled on the public school registers, and the average daily attendance was only 376. The school libraries of this county have all been purchased and distributed by the County Superintendent, Wm. J. McKee.

San Bernardino.—Our visit to this county was a brief one, in consequence of a heavy rain storm, which settled the fact that we must return by steamer to San Francisco, instead of by stage, by way of Kern County and Visalia, as we had intended. We had the discomfort of a 65-mile ride in the rain, to San Bernardino, one day—a rainy night, and a return ride in the rain, the next day to Los Angeles.

From what we learned, during our brief stay, from some of the teachers and citizens, we think there has been some improvement in the schools during the

past two years; but there is room for still further progress. One of the public schools is taught by Mr. William Wozencraft, a son of Dr. Wozencraft. This county contains 1,149 children of school age, of whom 672 were last year enrolled on the public school registers.

CHUNCLE ON LYING.

Ever since I sent Charlie to the public school he lies like sixty. I'm sure I don't know how he learns to lie so, or who's to blame for it.—ANXIOUS MA.

Yes, Ma'am; he *has* lied ever since he went to the public school, and always *did lie* before he went to it. Can you recall a time, ma'am, since he could talk, when he didn't lie? You know you can't. Lies like *sixty*, does he? So he does, ma'am, and before he went to the public school he lied like *eighty*. Don't know how he learned to lie? Why, you poor simple creature you, he learns it in the most direct manner possible; by example, ingenious, graceful, practiced, accomplished, powerful example. Who's to blame for it? Why, you, ma'am, his mother, the most efficient teacher he could have in that fashionable accomplishment. You needn't stare. It's true, and you know it. You've taken more pains to teach him to lie than you ever did to teach him to talk. How often have you, in his presence, told this neighbor that you were sorry she couldn't come last Tuesday; that one, that you were glad she had come at last; another, that you really couldn't get time to call on her, and so on, when he had seen you fairly hug yourself with delight because you knew the first *couldn't* come, thought the second *wouldn't* come, and got past the third one's house without being seen. How many tens of outright, fashionable, convenient lies have you told in his presence, and how many have you made him repeat? I see you blush to think of them, and well you may; but while you're about it, spread it on a little thicker at the thought of your meanness in trying to shift the responsibility from your own shoulders to those of his teacher, who really has taught the poor little fellow all the good he knows. Never mind, ma'am, you needn't apologize. *I'll* forgive you, but will your conscience let you off so easily? Try it.

D. U. T. CHUNCLE.

SCHOOL FORMS.—Prof. Knowlton has laid us under renewed obligations by adding to the volume a sheet illustrating his valuable article in the November number. It is hardly necessary to commend to our readers a reperusal of that paper in connection with the addition which the Professor has enabled us to give this month.

OMITTED.—In the list of holders of First Grade State Certificates published in the February number of the TEACHER, the name of MISS MARY J. MORGAN, of Downieville, was accidentally omitted.

REPORT OF STATE NORMAL SCHOOL FOR THE MONTH OF FEBRUARY, 1867.

Whole number enrolled	125
Whole number of females	109
Whole number of males	16
Average number belonging	123
Average daily attendance	116
Per centage of attendance	94
Number admitted	1
Number left	3
Number in Senior Class	41
Number in Junior Class	42
Number in Sub Junior Class	42

REPORT OF TRAINING SCHOOL.

Whole number of pupils	229
Average number belonging	213
Average daily attendance	194
Per centage of attendance	91

CRITICAL SCHOLARSHIP.—We extract the following from the *Marysville Appeal:*

We are in blissful ignorance of the names of the teachers who gave the following answers at the late institute and examination, and we publish them with the kindest intentions, hoping that ambitious pedagogues and the too indulgent school trustees and parents may profit by looking at the naked facts. We wish the Trustees, especially, to remember that one of the persons who gave these answers can undoubtedly be employed at $40 or $50 per month, and board round, and perhaps they will lose the rainy days. Grammar—"Ess makes a masculine into a feminine." "A letter is a sound." "Gender means sex." "Add s and the apostrophe to make the plural." "Ix and ess suffixed to a word, change an unknown to a known gender." "A letter is a character to form words to express our ideas." "A claus jeneraly relates to some preseeding work." "Pronouns qualify nouns, as, cool morning; cool expresses the quality of morning, and ling expresses the quality of these questions, as puzz-ling." Geography: Many failed to bound California correctly. "The inclination of the earth's axis is 45 degrees." "A degree of longitude is longest at the poles." "Stockton is situated on the Sacramento river." The mountain systems of the United States are "Coast Range, Nevadah, Blue Ridge, Allegany, White." "Birmingham is in jermany, and Melbourne is in Scotland." "The Nigar rises in Africa, flows northeast and empties in the Reed sea." "The Southern county of California is San Barnidino." "Mexico is bounded on the north by Arazona and Indian Territory, and on the east by Arcasses and Misses and on the south by the Gulf of Mexico, and southwest by Texas, on the west by Arizonia and Nevadah."

NEW BOOKS.—The following new books have been received:

PERSONAL RECOLLECTIONS OF DISTINGUISHED GENERALS. By Wm. F. G. Shanks. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 352.

This is a collection of papers from Harper's Magazine. The author was one of the ablest war correspondents during the rebellion, and had ample opportunity

to form opinions for himself as to the respective merits of the generals in command. He is by no means deficient in self respect, and he has the power to express his thoughts in clear and unmistakable English. He photographs Grant, Sherman, Thomas, Sheridan, Rousseau, Buel, and many other leaders; freely praises and freely criticises; and, on the whole, has furnished a very interesting and valuable book for the country.

THE LAWYER IN THE SCHOOL ROOM. By M. McN. Walsh, of the New York Bar. New York: J. W. Schermerhorn & Co. San Francisco: A Roman & Co. pp. 160.

This little volume compresses the laws of all the States on important educational subjects, and is a work of much interest to teachers and school officers. Some of the chapters were originally published in the *American Educational Monthly*, and extracts from them will be found in the Biennial Report for 1865, of State Superintendent Swett.

OUT OF TOWN. A Rural Episode. By Barry Gray. With Illustrations. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 311.

We welcome the author of "Matrimonial Infelicities" whenever he appears in print, not so much for any additions we expect to our useful knowledge, as for the quiet humor and the pleasant pictures he has always furnished. This volume is rather more sedate than his former productions were, and yet there is a new attraction in the softening down of his fancy by the ten years represented to have passed since he lived at "Hillside." Honest Barry Gray! May his shadow never grow less!

THE POSTHUMOUS PAPERS OF THE PICKWICK CLUB. By Charles Dickens. With original illustrations, by S. Eytige, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 464.

If anybody exists to whom the Pickwick Papers have hitherto been inacessible by reason of their expense, this edition will remove all excuse for ignorance; at the same time, it is a beautiful little volume which may well be welcomed by many persons who already possess more pretending copies of the invaluable and immortal Pickwick. The sixteen illustrations are well conceived, and are a fine relief to the sharp-cut diamond type of the pages. We are informed that the publishers purpose to issue a complete set of Dickens' works in the same unique style.

PASSAGES IN THE LIFE OF THE FAIRE GOSPELLER, MISTRESS ANNE ASKEW. Recounted by ye unworthie pen of Nicholas Moldwarp, B. A., and now first set forth by the author of "Mary Powell." New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 237.

We think that no one who has enjoyed the work by which this author is best known, "Mary Powell," will fail to read almost anything that proceeds from her pen. In this account of one whose motto was, "Rather Death than false of Faith," we have many of the exquisite touches which abound in that other work; but as a whole the work before us will be less valued than any of its predecessors.

TWO MARRIAGES. By the author of "John Halifax, Gentleman." New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 301.

Two distinct stories, both sad; both told with the genius of Miss Muloch, though that genius is somewhat softened by gentle time. We need hardly say they are well told stories, but we must object to her frequent application of that genius to tales of this class. She can make us more hopeful of life, not less, as these stories do. But as there is a tragic side even to quiet lives, it may be well that it should be fairly written down sometimes, and therefore we send the book onward with our kind wishes.

NASBY. Divers Views, Opinions, and Prophecies of "Yoors Trooly, Petroleum V. Nasby, Lait Paster uv the Church of the New Dispensation." With humorous designs by Thee Jones. Cincinnati: R. W. Carroll & Co. San Francisco: H. H. Bancroft & Co. pp. 424.

"SWINGIN' ROUND THE CIRKLE." By Petroleum V. Nasby, Late Pastor of the Church of the New Dispensation, Chaplain to his excellency the President, and P. M. at Confederate X Roads, Kentucky. His Ideas of Men, Politics, and Things, as set forth in his letters to the public press during the year 1866. Illustrated by Thomas Nast. Boston: Lee & Shepherd. San Francisco: A. Roman & Co. pp. 299.

The two volumes above together form a most amusing memorial of political history during the past few years, and the letters, as quoted by the press all over the country, have had an influence not exceeded by more serious writings of statesmen and scholars. No styles could be separated by a greater distance than those of Junius and Nasby, but we question whether Junius was more effective in English affairs than Nasby has been in American. Mr. Lincoln himself is reported to have read the letters in the first named volume with great satisfaction, and to have laughed heartily at the remarkable statements of the "Lait Paster;" and we presume that even President Johnson would be unable to repress a smile at some of the views set forth by his devoted "Chaplain" and "P. M. at Confederate X Roads, Kentucky."

THE DRAYTONS AND THE DAVENANTS. A Story of the Civil War. By the author of "Chronicles of the Schonberg-Cotta Family." New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 509.

We are glad to receive this volume. Several of the recent works by this author have seemed to fall below the high standard set in the "Schonberg-Cotta Family;" but here we find the sound ring which attracted us then. The scenes, too, in the Cromwell wars, are perhaps adapted to secure attention in America from the recent circumstances so sadly familiar to all. This is a book which can make no one weary, and which cannot fail to make the reader better. From the introductory note we learn that a subsequent volume will carry forward the historical sketch to the days of the Restoration, including some of the events connected with the settling of New England.

OBSERVATIONS ON THE SCIENTIFIC STUDY OF HUMAN NATURE. A Lecture delivered before the London College of Preceptors, October 10th, 1866. By Edward L. Youmans, M.D. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 41.

THE

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MAY, 1867.

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STATE TEACHERS' INSTITUTES.

No argument is needed to prove the great advantages resulting from Teachers' Institutes. They are not intended as substitutes for Normal Schools, nor can they educate teachers to the business of their profession; yet they serve the most admirable purpose of improving those who are only temporarily engaged in the profession, of furnishing those who are not systematically trained, with the best methods of instruction, and of increasing the efficiency of professional teachers.

The exercises of an Institute involve an outline view of subjects relating to the proper mode of imparting instruction, present the latest information regarding the progress of education in our own and in other countries, and afford an occasion for experienced teachers to present practical views, which cannot be obtained from books. The best thoughts and best acquirements of the most original teachers are elicited and thrown into the common stock of professional knowledge. They influence public opinion, by bringing the teacher's labors more prominently before the community, and by promoting a higher estimate of the Common School in its vital relation to society and the State. The routine of a teacher's daily life limits his influence to the narrow sphere of the schoolroom; but the proceedings of an Institute are carried by the press to thousands of families in the State, and his views become

an active element in public opinion. No obstacle to the progress of Free Schools is so formidable as the apathy and indifference of the people. Eloquence the most winning, and logic the most convincing, alike fall dead upon the ears of those who see nothing in the establishment of Common Schools but an increase of the rates of taxation. But let the true relation of schools to property be once clearly seen, let it be generally known that the value of property increases with the excellence of the schools, and real estate cheerfully consents to be taxed from motives of self-interest. The axiom in our American system of Free Schools, that it is the bounden duty of the property of the State to provide for the education of all the children of the State, rich and poor alike, is in accordance with the spirit of our Government, and should be insisted on by the people to the very fullest extent. If the people of our State are indifferent to Public Schools, it is only because more absorbing topics engage their attention, while the educational interests are not urgently and persistently presented to their view.

The teachers of California constitute the advance guard of the great army of instructors in the United States, cut off from all personal communication with the main body, and too distant to feel the influences which are perfecting the drill and discipline of the corps in older communities. There are more than six hundred men engaged in teaching in this State, embracing, probably, a greater amount of talent, energy, and ability, than would be found in the same number in older States. Many of these are men of high attainments, forced by the circumstances of a new State into the temporary occupation of teaching; but, though liberally educated, and schooled by experience and travel, they are not familiar with the new methods of instruction known to the professionally trained teacher; and to such, the practical knowledge communicated in a single session of an Institute is invaluable.

Nor is the Institute less productive of useful results to *professionally* educated teachers. Association in some form is one of the most powerful agencies of the times. In conventions of industry and arts, mind is dignifying the labor of the artisan. Farmers have their agricultural societies, and hold their annual fairs, in which are exhibited the best stock, the choicest varieties of grain and vegetables, the most approved agricultural implements, and

the best labor-saving machines. The inventions, improvements, and discoveries of one, thus become the common property of all.

And while Institutes have accomplished so much in introducing better methods of instruction, they are no less beneficial in their effects on the mental habits of the teachers. Constantly imparting to minds inferior to his own, his faculties exercised in one direction only, his full strength seldom called forth, he needs the stimulus of contact with his equals, or superiors. A vigorous contest in a new arena lessens his self-conceit, and brightens his faculties.

It is a common notion that the occupation of teaching makes a man narrow-minded, or leads him into eccentricities, which stick to him like burs; but it is not true of a teacher who has in him the elements of living scholarship. He may, it is true, run in the grooves of daily habit, until he becomes a machine for dragging the dead weight of a school; but, on the other hand, he may, while imparting to others, himself drink from the perennial fountain of true scholarship.

But no occupation is more exhausting to nervous force and mental energy than teaching; and the teacher needs, above all others, the cheering influences of pleasant social intercourse with those whose tastes and habits are similar to his own.

No wonder, then, that the schoolmaster, buried in some obscure district, surrounded only by the raw material of mind, which he is trying to weave into a finer texture, without access to books, his motives either misunderstood or aspersed, his labors often seemingly barren of results, his services half paid, with no amusement but the collection of delinquent rate bills, and no study but "how to make both ends meet;" no wonder that he sometimes becomes moody and disheartened, loses his enthusiasm, and feels that the very sky above him is one vast blackboard, on which he is condemned to work out the sum total of his existence.

He only needs the social intercourse of Institutes, and the cordial sympathy of fellow teachers, there evoked, to make the heavens glow with hope. There he finds his difficulties are shared by others, his labors are appreciated, and his vocation respected.

The duties of the teacher are not limited to the school-room; his influence should extend to society around him. If teachers fold their arms in listless apathy, it is not strange that public opinion is

" dead as a door nail " to their demands. There was a time when a man taught school because he was fit for nothing else; but all such fossils lie buried in the strata of past educational epochs. Now, a living man is asked for, not an abridgment of mathematics.

The students of the State Normal School will attend the Institute during its entire session, contributing their full share to the interest of the occasion. The entire *corps* of San Francisco teachers, two hundred in number, will be present, and from the interest already manifested in different parts of the State, it is safe to estimate that at least *five hundred* teachers will attend the Institute.

It is hoped that Boards of Trustees will extend every possible courtesy to teachers, by suspending school, or arranging the time of vacation so as to enable them to attend the Institute. In many of the older States, it is customary to suspend the schools and keep the teachers under pay during the time of attendance on Institutes. In this State, the expense of attending on Institutes is a heavy tax on the small salary of the teacher. We earnestly urge all Trustees to act with liberality, feeling confident that the money so expended would be returned tenfold in the increased interest and enthusiasm of the teachers.

While a State Institute is designed more especially for the teachers of Public Schools, professors and instructors in Colleges and private institutions of learning are hardly less interested in the success and influence of this educational meeting. The interests of Colleges and Collegiate Institutions are intimately connected with those of the Public Schools. All those who acquire an elementary education in the Common Schools, necessarily seek in private institutions of learning to complete a full course of instruction. The better the Public Schools, the larger will be the number of those whose minds shall be awakened to pursue a course of study beyond the range of the Common School. Before our higher institutions can produce disciplined thinkers, and thoroughly trained professional men, the elementary schools must be carried to a corresponding degree of excellence. It is clearly, then, their duty and interest to give the aid of their professional talent and experience to this large gathering of the friends of education, and they are cordially invited to participate in the proceedings of the Institute.

A MAY-DAY WELCOME—THE MAY QUEEN'S SPEECH.

Friends, parents, and children—merry welcome to all!
My rule is supreme in this beautiful hall;
The happiest queen that reigns under the sun,
I command you to join in the frolic and fun!

Dear subjects, from lessons I set you all free,
Neither schoolma'am nor master dare contradict me;
And puzzling committee-men, sober and glum,
Within my dominions will never dare come.

Brave boys! from the school-room I turn you all out
To grass, like young calves, to cut capers about;
Sweet girls! you may romp till each sunburnt cheek glows
With a color that vies with the red of the rose.

My books are the fields and the beautiful flowers,
My play-grounds, the hillsides; my school-rooms, the bowers;
The birds, my musicians; my harps, the green trees;
My scholars may laugh and play just as they please.

Ye mathematicians! no longer perplex
Your heads over uncertain values of X;
Leave your slates and your pencils, your blackboards and chalk,
And find out the worth of nonsensical talk.

Ye "old folks!" just think of your merry May-days,
When you, handsome boys, joined the girls in their plays,
When plump little maidens, with coquettish arts
And sweetest of glances, tormented your hearts!

Dear fathers and mothers! were not you once young?
The sweet songs of youth—were they not by you sung?
Hearts still are the same as in good days of old,
And the same pleasant story forever is told!

The girls meet you here with the sweetest of glances,
The toes of the boys ache to join in the dances.
And mothers! if you do not join with us, too,
I'll tell the old tale of our fathers and you!

So, young folks and old folks, join all in the fun,
The dancers are waiting, the talking is done;
And if there's a single sour fault-finder here,
We will send him off home with a flea in his ear.

—*Common School Readings.*

SELF-REPORTING SYSTEM.

Many persons of sound judgment and extensive observation have come to regard the self-reporting system, widely adopted in our public schools, as of very doubtful propriety. The objection is, that it encourages deceit and falsehood, and tends to demoralize pupils. The success of a single pupil in improving his rank by a false report is a very dangerous example for the whole class. The spirit of emulation is thus brought to the aid of temptation. It is a great trial for a spirited young scholar to carry home to ambitious parents a low report, when a little deceit, such as others practice, will save him from mortification. Deceit and falsehood should never triumph over honesty in the school-room.

It is important to develop in scholars a high standard of honor, and they should feel that they can be trusted; but there should be no system in schools where dishonesty has advantages over truth. Unless the self-reporting system is carefully guarded, it will lead to great abuses. If all false returns could be discovered and corrected, and timely punishment inflicted, the danger would be greatly reduced; but the great mass of teachers have not the time or the ability for investigating and detecting frauds. It is certainly far better for the teacher to make up his own reports, however imperfect his materials may be, than to tolerate a system which may undermine the morals of his pupils, by rewarding falsehood and degrading truth. Knowledge will be of little advantage to the coming generation without character; and while we enlighten, we should also fortify and strengthen the youthful mind.—*Report of Mass. Board of Education*, 1867.

THE LAWYER IN THE SCHOOL ROOM.—The author of this valuable little book (M. McN. Walsh, Esq.) has paid the debt which Lord Bacon asserts every man owes to his profession. His training as a teacher in the New York State Normal School; his subsequent and protracted experience in some of the best public schools in the country, and his legal studies at a still later day, have prepared him to perform well the task he has accomplished. We commend his book to the teachers of California.

Department of Public Instruction.

CITY CERTIFICATES.

The following is a full list of City Certificates issued by the City Board of Examination, during the present school year, under date of January 28th, 1867. The certificates issued by former boards having been granted at different times, it was difficult to ascertain when they expired. The "grades" of certificates issued were varied and conflicting, and for the purpose of having a uniform record and of equalizing grades under a simple classification, all the former certificates held by teachers were called in, and renewed by issuing new certificates of a grade corresponding to the old.

Certificates of the first grade are valid for four years, and entitle the holders to teach in the city schools, as Principal of a Primary School or as Head or Special Assistants of a Grammar School. Second grade certificates are valid for two years for teaching as Grammar Assistant. Third grade certificates, valid for one year, for teaching as Primary Assistant.

FIRST GRADE CERTIFICATES.

[FORM OF FIRST GRADE CITY CERTIFICATE.]

CITY AND COUNTY OF SAN FRANCISCO. [SEAL.] DEPARTMENT OF PUBLIC SCHOOLS.

The City Board of Examination, having examined in compliance with the provisions of the Revised School Law, hereby issue this

FIRST GRADE CITY CERTIFICATE,

which entitles the holder to teach in the Public Schools of this City as Head Assistant or Special Assistant of a Grammar School, and as Principal of a Primary School, and which shall remain valid for the term of four years from date.

San Francisco, Jan. 28th, 1867.

J. W. WINANS,
Pres't Board of Education,
JOHN C. PELTON,
City Superintendent,
JOHN SWETT,
State Superintendent,

THEODORE BRADLEY,
BERNHARD MARKS,
JAMES STRATTON,
City Board of Examination.

FIRST GRADE.

Aldrich, Miss A. F.
Benjamin, Miss Carrie V.
Bunker, Miss S. G.
Baumgardtner, Mrs. E. M.
Barr, Miss Sarah A.
Burt, Mrs. E. C.
Barker, Miss Ellen F.
Burrowes, Miss C. F.
Clapp, Mrs. L. A.
Chalmers, Miss Anna B.
Cook, Mrs. P. C.
Clark, Miss Sarah H.
Cummings, Miss Clara A.
Cooke, Miss Hannah
Comstock, Miss Bertha
DuBois, Mrs. A. E.
Duane, Mrs. A. S.
Deetkin, Mrs. Lizzie G.
Davis, Miss Sadie
Eaton, Miss Emily F.
Eblin, Miss C. T.
Fink, Miss P. A.
Fowler, Miss L. T.
Forrester, Mrs. E. S.
Field, Miss C. P.
Griffith, Mrs. Aurelia
Hart, Mary Therese
Haehnlen, Miss Julia C.
Hobart, Miss S. L.
Hill, Miss A. A.
Huntington, Mrs. E. N. C.
Hunt, Miss Carrie L.
Jewett, Miss Lizzie B.
Kenney, Miss Alice
Kennedy, Miss Kate
Lewis, Miss M. A.
Ledlie, Miss M. J.
Mastick, Miss Laura J.
Morgan, Mrs. L. A.
Manning, Miss Agnes M.
McKenzie, Miss Maggie
Overend, Miss E.
Pattee, Miss C. M.
Parker, Miss Jean
Prescott, Miss D. S.
Phelps, Mrs. M. W.
Reynolds, Mrs. F. E.
Rowe, Miss A. A.
Ritchie, Miss M. J.
Smith, Miss Carrie L.
Stowell, Miss P. M.
Smith, Miss Jessie
Smith, Miss Jane
Sherman, Miss C. A.
Sherman, Miss S. S.
Shaw, Miss E. A.
Satterlee, Miss Helen
Sullivan, Miss Kate
Slavan, Miss A. E.
Thurton, Miss S. E.
Tibbey, Miss E. M.
Treat, Mrs. H. H.
Van Reynegon, Miss Annie
Wallace, Mrs. Lydia W. D.
Wood, Mrs. C. L.
Weaver, Mrs. H. L.
White, Miss S. J.

SECOND GRADE.

Barker, Miss Sarah R.
Bragg, Miss Mary J.
Boynton, Mr. George F.
Bennett, Miss Fannie E.
Baldwin, Miss Ellen S.
Bowen, Miss Ada C.
Burwell, Miss L.
Chase, Miss Carrie M.
Chadbourne, Miss N. M.
Campbell, Miss Amy T.
Cheney, Miss Mary B.
Chalmers, Miss Agnes
Childs, Miss K. B.
Doud, Miss Nettie
Davies, Mrs. Melvina C.
Dames, Miss M. E.
Dejarlais, Mrs. Louisa
Estabrook, Miss M. H.
Easton, Miss Lizzie B.
Flint, Miss Almira T.
Frissell, Miss Sarah E.
Foster, Mrs. Emily

SECOND GRADE—CONTINUED.

Giles, Miss Anna H.
Gibbons, Miss Anna
Grant, Miss Helen A.
Gunn, Miss Sarah M.
Grant, Miss Ellen
Gunn, Miss Jennie E.
Gummer, Miss L. L.
Hancock, Geo. Hughes
Holmes, Miss Annie N.
Holmes, Miss Ellen
Holmes, Miss Frances
Hyman, Miss Deborah
Hucks, Miss Annie E.
Jenner, Chas. Kirkam
Jordan, Miss Maggie L.
Kincaid, Mrs. Mary Weaver
Kranth, Miss M. Augusta
Knapp, Miss Salome S.
Lewis, Miss Cloelia Mary
Murphy, Miss Mary
Mosse, Miss Evlyn
McGilvray, Mrs. M.
Malloy, Miss Bessie
Miller, Miss Sarah E.
Mitchell, Miss Fannie
O'Connor, Joseph
Oak, Henry L.
Powell, Geo. Edward
Pascoe, Miss Mary
Parker, Miss H. F.
Phillips, Miss M. E.
Palmer, Miss Phœbe
Swain, Miss L. S.
Sheldon, Miss Jennie
Soulé, Miss Fannie
Solomon, Miss M.
Stowell, Miss F. A.
Scotchler, Miss Maria
Salisbury, Miss M. A.
Tucker, Miss M. E.
Varney, Mrs. Elizabeth
Wright, Miss Ada E.
Webber, Miss Emma F.
Williams, Miss Mary E.
White, Miss Elizabeth
Wade, Miss Maggie
York, Miss Lizzie

THIRD GRADE.

Anderfuren, Miss Emily M.
Arey, Miss Helen S.
Allen, Miss Alice C.
Barkley, Miss J. V.
Brady, Miss M. A.
Bonnell, Miss Kate
Brady, Miss Madeline
Crawford, Mr. Samuel Felton
Cook, Miss Mattie B.
Comstock, Miss Chloe
Cochrane, Mrs. Rowena
Cameron, Miss Augusta
Clegg, Miss Lydia A.
Carter, Miss T. J.
Cushing, Miss Ellen
Ciprico, Miss Annita C.
Eschenburg, Miss A. L.
Fowler, Mrs. C. P.
Gibbons, Miss Margaret Ellen
Gallagher, Miss Ellen
George, Miss M. F.
Guinness, Miss Mary
Gates, Miss H. M.
Howe, Mrs. Emiline J.
Hurlbut, Mrs. Belle
Hutton, Miss Julia A.
Hall, Miss Mary E.
Humphreys, Miss M. A.
Humphrey, Mrs. E. D.
Hallowell, Miss Bessie
Joice, Miss Amelia
Joseph, Mrs. S. N.
Jourdan, Miss Annie M.
Johnson, Miss S. A.
Kimball, Miss M. T.
Langdon, Miss Ann Eliza
Lannon, James Walter
Little, Miss M. J.
Lyons, Miss H. A.
Lunt, Miss A. V.
Lane, Miss Annie M.
Littlefield, Miss Nellie A.
Murphy, Miss Annie Maria
McLaughlin, Mrs. Kate
Morgan, Miss Mary E.
O'Connor, Miss Maria

THIRD GRADE—CONTINUED.

Parsons, Miss Maria	Solomon, Miss Leah
Porter, Miss Sarah E.	Sumner, Mrs. M. F.
Perkins, Miss Mary	Sullivan, Mrs. Therese M.
Rise, Miss Lydia A.	Thayer, Miss Susan Hickborn
Ross, Miss Abbie	Towle, Miss T. S.
Smith, Miss Grace	Wright, Miss Grace W.
Smith, Miss Eva J.	Weygant, Miss Mary E.
Sherman, Miss Philena	Younger, Miss Annie E.

SPECIAL CERTIFICATES FOR COSMOPOLITAN SCHOOL.

SPECIAL CITY CERTIFICATE.

CITY AND COUNTY OF SAN FRANCISCO. [SEAL.] DEPARTMENT OF PUBLIC INSTRUCTION.

The City Board of Examination having examined in compliance with the provisions of the Revised School Law, hereby issue this

SPECIAL CITY CERTIFICATE,

which entitles the holder to teach in the Cosmopolitan Schools of this City, as Teacher of the Language, and the English Branches taught in the department of said Schools, and which shall remain valid for the term of years from date.

San Francisco, 186

Arnold, Mr. J. C.	Jones, Mr. Henry Benj.
Bolander, Mr. H. N.	Lewis, Miss C. M.
Coulon, Miss Virginia	Morel, Charles
Chevalier, Mr. J. B.	McLaughlin, Mrs. K.
Dejarlais, Mrs. Louisa	Rendsburg, Mrs. Ulrica
Disneufbourgs, Mr. L.	Siegemann, Mrs. E.
Foster, Mrs. Emily	Tissot, M'me
Firmin, Mr. Francis A.	York, Miss E.
Graf, Miss M.	

SCHOOL CENSUS MARSHALS.—The attention of Trustees is called to the importance of appointing Census Marshals for taking the School Census in June. It is good policy to appoint a competent person, and pay a fair compensation for the work; for the omission of a dozen children in taking the census, would occasion a greater loss of State and county money than the entire sum paid the marshal. The average State and county apportionment per child, will equal from six to eight dollars; and it is, therefore, desirable that every child should be taken. Under the provisions of the Revised School Law, for equalizing and establishing district boundaries, the boundary lines have been clearly defined, so that the census ought to be correctly taken. The Census Report should be promptly sent to the County Superintendent.

STATE EDUCATIONAL SOCIETY.

SAN FRANCISCO, April 3d, 1867.

The State Educational Society met at the office of the Superintendent of Public Instruction, agreeable to call of the President.

President Bradley in the Chair; Superintendent Swett, Secretary *pro tem.*

The Constitution of the Society was taken up for discussion, and, by unanimous vote, was amended and adopted, as follows:

CONSTITUTION OF THE CALIFORNIA EDUCATIONAL SOCIETY.

PREAMBLE.

We, as Teachers of California, in order to further the Educational interests of the State, to give efficiency to our School System, to furnish a practical basis for united action among those devoted to the cause in which we are engaged, and, for those purposes, to elevate the office of Teacher to its true rank among the professions, do hereby adopt the following

CONSTITUTION.

NAME.

SECTION 1. This organization shall be known as the "CALIFORNIA EDUCATIONAL SOCIETY."

MEMBERS.

SEC. 2. All holders of State Life Diplomas, or State Educational Diplomas, shall be eligible to membership on the recommendation of the Executive Committee, and the payment, in advance, of an admission fee of five dollars.

SEC. 3. Any member may be expelled for unprofessional conduct by a two-thirds vote of members present at any regular meeting; *provided*, that a copy of the charges be deposited with the Recording Secretary at least four weeks before the meeting at which the charges are acted upon, and immediate notice thereof be given to the accused.

OFFICERS.

SEC. 4. The officers of this Society shall be: a President, two Vice-Presidents, a Corresponding Secretary, a Recording Secretary,

and a Treasurer, who shall be elected by ballot at a regular annual meeting, and shall hold their offices for one year, or until their successors be chosen.

DUTIES OF OFFICERS.

SEC. 5. The duties of the President, Vice-President, Recording Secretary, and Treasurer, shall be the same as those usually devolving upon such officers. The duty of the Corresponding Secretary shall be to conduct the correspondence of the Society under the direction of the Executive Committee.

SEC. 6. The Executive Committee shall consist of the President, Vice-Presidents, Recording Secretary, Corresponding Secretary, and Treasurer.

SEC. 7. There shall be an Examining Committee of three members, who shall be elected out of six members nominated for that purpose by the Executive Committee; the three nominees having the highest number of votes to be considered elected.

SEC. 8. It shall be the duty of the Executive Committee to manage the general business of the Society, to examine the accounts of the Treasurer, and audit all claims upon the Treasury

It shall be the duty of the Examining Committee to inquire into and determine upon the qualifications of candidates for membership.

VOTING.

SEC. 9. All voting upon admission to the Society, or upon matters pertaining to the provisions of this Constitution, shall be by ballot.

SEC. 10. A two-thirds vote of members present at any regular meeting shall be sufficient to elect a candidate proposed by the Examining Committee.

SEC. 11. There shall be a regular Annual Meeting of the Society at the Annual Session of the State Teachers' Institute; and special meetings may be called by the Executive Committee at any time during the year.

SEC. 12. No political or sectarian discussions shall be allowed in the meetings of this Society.

ASSESSMENTS.

SEC. 13. Assessments may be made from time to time at any regular meeting by a two-thirds vote of the members present.

DIPLOMAS.

SEC. 14. Every member of this Society shall be entitled to a diploma, in such form as the Executive Committee shall decide upon.

SEC. 15. This Constitution may be amended by a two-thirds vote of the members present at any regular Annual Meeting.

CALIFORNIA EDUCATIONAL SOCIETY.

NAMES OF MEMBERS.

John C. Pelton,	San Francisco.	T. W. J. Holbrook,	San Francisco.
Theo. Bradley,	"	J. D. Littlefield,	"
Samuel I. C. Swezey,	"	H. N. Bolander,	"
James Stratton,	"	Elkan Cohn,	"
John Swett,	"	James Denman,	"
Thos. S. Myrick,	"	E. Knowlton,	"
Bernhard Marks,	"	Wm. K. Rowell,	"
Ahira Holmes,	"	George H. Peck,	"
Silas A. White,	"	Martin Kellogg,	Oakland.
T. C. Leonard,	"	Sparrow Smith,	Sacramento.
A. E. McGlynn,	"	George Tait,	Oakland.
H. P. Carlton,	"	S. H. Goodrich,	Placer.
Ellis H. Holmes,	"	D. C. Stone,	Marysville.

STATE TEACHERS' INSTITUTE.—A State Teachers' Institute will be held in the City of San Francisco, commencing on Tuesday, May 7th, and continue in session four days. The Institute will meet for organization, on Tuesday morning, at 9 o'clock, in the Lincoln Hall, corner of Fifth and Market streets.

Teachers who attend the Institute will receive a certificate of attendance, from the President of the Institute; and arrangements have been made by which this certificate will be recognized as a *free return pass* over the following lines of travel: Any boats of the California Steam Navigation Company, to Red Bluff, Sacramento, Stockton, Napa, San Diego, San Pedro, and Santa Barbara; the San Francisco and Petaluma line; the Central Pacific

Railroad; the Oroville Railroad; and the San Francisco and San José Railroad.

The forenoons of each day will be devoted to visiting the city schools; the afternoons and evenings, to discussions, lectures, and general business.

All liberal-minded Boards of Trustees are expected to allow the teachers in their employ, time to attend the Institute. All public school teachers are invited to attend; and all holders of State Diplomas are especially requested to be present. Teachers of private institutions of learning, colleges, and college schools, are invited to attend and participate in the proceedings.

BOARD OF STATE NORMAL SCHOOL TRUSTEES.

SAN FRANCISCO, March 28th, 1867.

Board met at the office of Superintendent of Public Instruction, pursuant to call of the Secretary. Present—Hatch, Swezey, Cottle, Sibley, Brierly, Swett; absent—Governor Low, and Superintendent Pelton. Mr. J. R. Brierly, Superintendent of Santa Clara Co., appeared and took the oath of office. Minutes of the last meeting read and approved. The Secretary submitted a letter from Geo. W. Minns, stating his willingness to return and take charge of the State Normal School, next July, provided his salary should be fixed at $3,000 per annum; otherwise, tendering his unqualified resignation. After some discussion, on motion of Dr. Hatch, the resignation of Mr. Minns was unanimously accepted, and the election of a permanent Principal postponed until the beginning of the next school year. The Chairman of the Executive Committee, Mr. Swett, submitted a series of rules and regulations and a course of study for the State Normal School, which were adopted by unanimous vote. Board adjourned to meet at call of the Secretary.

STATE BOARD OF EDUCATION.

After the adjournment of the Board of State Normal School Trustees, the State Board of Education met at the call of the Secretary. Present—Hatch, Swezey, Cottle, Sibley, Brierly, Swett.

The following additional list of books, for District School Libraries, was adopted:

Hans Andersen's Library, 8 vols. James Miller.
Hans Andersen Series, 12 vols. Rutledge & Sons.
Jonas' Books, 6 vols. Abbott. Clark & Maynard.
My Favorite Story Books, 12 vols. W. H. Appleton.
Youths' Library of Biography, 6 vols. Taggard & Thompson.
Army and Navy Series, 6 vols. Oliver Optic. Lee & Shepard.
Library of Modern American Heroes. 6 vols. Headley. Wm. H. Appleton.
The Brighthorpe Series, 5 vols. Sheldon & Co.
Youths' Library of Literature and Science, 7 vols. Taggard & Thompson.
The Juvenile Library, 14 vols. Crosby and Nichols.
Outward Bound. Oliver Optic.
Red Letter Days. Gail Hamilton.
Common School Readings.
Mrs. Leslie's Play and Study Series. 4 vols.
Women of History.
Men of History.
Mineral Riches of the Earth.
Triumphs of Ancient Architecture.
" " Modern Architecture.
Guyot's Common School Geography, Teacher's Edition.
Aunt Fanny's Series.

STATE BOARD OF EXAMINATION.

STATE EDUCATIONAL DIPLOMAS ISSUED, VALID FOR SIX YEARS.

Jan., 1867. Ambrose H. Randall, Stockton.
" " Miss Amanda Loomis, Stockton.
" " Thomas Nicholson, San José.
" " J. W. Anderson, Healdsburg.
" " W. A. C. Smith, Healdsburg.
" " Thomas N. Stone, Yreka.
" " E. S. Lippett, Petaluma.

Jan. 1867. Louisa A. Clapp, San Francisco.
" " Melville Cottle, Stockton.
" " Mrs. C. R. Beals, San Francisco.
" " H. P. Stone, Soquel.
" " Fred'k N. Campbell, Oakland.
" " Charles G. Ames, Santa Rosa.
" " Miss Kate Kennedy, San Francisco.
" " Wm. N. Granger, Marysville.
Feb'y, " Emily F. Eaton, San Francisco, on City High School Certificate.
" " Carrie L. Hunt, San Francisco, on Salem, Mass., State Normal School Diploma.
March, " Isaac Upham, Oroville, on 1st Grade State Certificate.
" " Agnes McFadden, Napa, on N. Y. State Normal School Diploma, and success in teaching.
" " Henry E. McBride, San Francisco, on Cal. S. N. S. Diploma.
" " Dennis Townsend, Volcano, on County Certificate, and twenty-seven years' experience in teaching.

FIRST GRADE CERTIFICATES.

Mar., 1867. Proctor Moulton, on Upper Canada Normal School Diploma.
" " Miss Susie N. Jewett, Nevada City, on Nevada County Certificate, and distinguished success in teaching Primary Schools.
" " Mr. B. J. Watson, Grass Valley, on Nevada County Certificate, and success in teaching.
" " Mrs. E. A. Williamson, on Los Angeles County Certificate, and success in teaching.
" " Miss Mary E. Hoyt, on Los Angeles County Certificate, and success in teaching.

SECOND GRADE CERTIFICATES.

Mar., 1867. Miss M. E. Bannister, on Santa Clara County Examination, 79 per cent.
" " Miss Mary E. Royce, on Marin County Examination.

SCHOOL LIBRARIES.—It is the duty of every teacher to take active measures to increase the small school libraries which will be purchased with the ten per cent. of the State School Fund. Let the teacher, through the pupils, solicit donations of books from residents in the district. Let the pupils solicit contributions of small sums for the same purpose. We know of one small district where an active teacher secured, in contributions of fifty cents and a dollar, nearly one hundred dollars. There is hardly a district in the State where a live teacher cannot double the sum set apart by the State. Get up a good school exhibition, or May Festival: the people will pay their money cheerfully for such an object. The little district of Howland Flat, Sierra County, raised over one hundred dollars by a school exhibition. The Lincoln School, in this city, raised eight hundred dollars for a library, in the same way; and the Denman School an equal amount. Let teachers take hold of the matter in earnest.

REPORT OF STATE NORMAL SCHOOL.—The following is the Report for the four weeks ending March 29th, 1867:

Whole number enrolled	122
Whole number of females	108
Whole number of males	14
Average number belonging	116
Average daily attendance	107
Per centage of attendance	92
Number admitted	6
Number left	12
Number in Senior Class	40
Number in Junior Class	41
Number in Sub-Junior Class	41
Number of counties represented	24

STATE NORMAL SCHOOL PUPILS AS TEACHERS.—There has been an unusual demand upon this School for teachers, during the past few weeks. Not less than a dozen have left the past month for the interior counties to supply vacancies. Five went to Napa County in one installment, and since then, another demand has been made for several more; a call for three came this week from San Joaquin County: which counties long since recognized the merits of the State Normal. Most of these teachers are paid fifty dollars per month and board, while the munificent city of the Bay pays fifty without board, never giving a better evidence of its worth. Quite a number of applications have already been sent in to secure seats for the next term, to open July 8th.

Resident Editors' Department.

AMONG THE SCHOOLS.

San Jose is to have a new schoolhouse, which will soon be erected at a cost of $15,000. The house is to be three stories high, with a large hall for assembly and lecture purposes in the third story. The city has long been in need of a good school building, and the less said about the old ones, the better. We visited the public schools in company with Mr. Hart, the City Superintendent. The "High School Class," so called, of 40 pupils, is taught by Mr. J. W. Reed, and presents a good appearance. The class is now in a transition state from a Grammar School to an English High School; and when the new house is completed, will probably shed its chrysalis, and appear as a full-blown High School. The Grammar School is taught by Mr. Morton, who has been engaged in the city schools for a number of years. We listened to several well-conducted recitations, which showed that the school was making good progress. The whole number of teachers employed is ten—three male and seven female teachers. The whole number of census children between five and fifteen years of age in San José, is 955; the average number belonging to school is 400; and the average daily attendance, 370. About 250 children attend private schools, principally at the Academy of Notre Dame and the San José Institute. The city expended last year, for school purposes, $10,122.00. All the public schools in San José are *free* schools. The San José Institute, Freeman Gates, Principal, is in a flourishing condition, with 160 pupils in attendance. Mr. Gates has secured a most excellent corps of teachers; he pays them good salaries, and as a result, has a well-taught and popular school.

Santa Clara.—The school Trustees of this pleasant town have adopted plans for a new schoolhouse to be erected at a cost of $8,000. Such a house has been sadly needed for the past five years. The Santa Clara Grammar School, numbering 75 pupils, is taught by Mr. Hill, formerly of Mayfield, and Miss Julia P. Brigham, a graduate of one of the Massachusetts State Normal Schools. The boys and girls are seated in different rooms, but they recite together. The two Primary schools are crowded into a miserable little brick building, which would comfortably seat forty pupils, but which is made to hold over a hundred. Santa Clara has a Board of Education of six members, and a local Superintendent, under the provisions of a special school law. The Board is authorized to levy a school tax, annually, of one dollar on the hundred, without submitting the question to vote, which will enable the town to

secure a schoolhouse. The number of census children here, is 377—170 attend the public school, 125 the private schools, and 80 attend no school. The University of the Pacific contains its usual number of pupils, and there is a good prospect that it will soon be established in new buildings, and on a better financial basis. The Santa Clara College, one of the oldest institutions of the State, is well filled with students. The total expenditures of Santa Clara for public schools, last year, was $3,000. Santa Clara County contains forty-four school districts, and numbers 4,104 census children, ranking as the fourth county in the State. The rate of school tax levied, last year, was twenty-five cents; a few years ago, the rate was five cents. The total expenditure for school purposes, last year, was $35,000; in 1862, the amount was $17,000. The whole number of scholars enrolled on the public school registers, last year, was 2,390; the average daily attendance, 1,578. Out of the forty-four districts, thirty-four maintained free schools, without any rate bills. The teachers of this county hold monthly meetings for the purpose of mutual improvement. The Association has the best County Teachers' Library in the State. The County examinations of teachers have been carefully and thoroughly conducted for several years past. The County Boards have set a high standard; and as a result, good teachers have generally been secured, and good salaries have been paid.

Mr. J. R. Brierly, the present County Superintendent, was appointed the deputy of Mr. Tonner when the latter went East, six months ago, and recently has been appointed to fill the vacancy occasioned by the death of Mr. Tonner. The loss of Mr. Tonner is very deeply felt. He held the office of County Superintendent for three years, and discharged the duties with fidelity and ability. The schools improved rapidly under his administration. His successor, Mr. Brierly, is a capable and faithful officer. The schools in this county are generally in good condition. Mr. Van Schaick has a fine school at Mountain View; Mr. Kennedy is teaching at Mayfield; Mr. Shearer has a flourishing school at Gilroy; Mr. Huntley is teaching in the Orchard district; Mr. Leyser, in Los Gatos; Mr. Foshay, at New Almaden; and Mr. McPherson, in the upper town school.

Nevada County.—On the way to Grass Valley and Nevada City, we took a flying trip to Cisco, the terminus of the Central Pacific Railroad, plunged into snow ten feet deep, caught a glimpse of winter, returned, and reached Nevada City in a day of snow squalls. The public schools of Nevada have maintained a good reputation for a number of years. The High School, which numbers forty pupils, of both sexes, is taught by Mr. J. B. McChesney, who has won a high reputation as a thorough and successful teacher. The school has a beautiful geological and mineralogical cabinet; the order is good, and the recitations to which we listened, were well prepared. This school has furnished quite a number of young teachers for the county schools. The Intermediate School, taught by Mr. Powers, appeared well. The Primary School, in charge of Miss S. N. Jewett, is in all respects a model school. The colored school, numbering eighteen scholars, and taught by Mr. Cantone, was neat and orderly. This year, for the first time, the public schools were FREE for a term of five months. At the present time, the pupils all pay rate bills, ranging from

one to two dollars per month. Nevada, with a taxable property of one million of dollars, is well able to maintain free schools; and doubtless will soon raise, by local tax, the additional sum needed to put the schools on a solid American basis. The city needs, too, one good central schoolhouse. The present houses are barely comfortable, but neither convenient, nor well-arranged. Nevada numbers 572 census children; of which number, last year, 327 attended the public schools. Total amount of school expenditures for the year, $5,490.

GRASS VALLEY.—This town has one Grammar school, two intermediate or ungraded schools, and one Primary. The Grammar school, numbering 40 pupils, is taught by Mr. Welch, a professional teacher of twenty years' experience. One of the ungraded schools, taught by Mr. Potter, contains 75 pupils, crowded into a house designed to accommodate 40; the other was, for some time, in charge of Rev. Mr. Northup; but he was recently compelled to resign on account of ill-health, and his place is to be filled by Mr. Morse. A new schoolhouse is much needed, and will probably be erected during the year. The money used for building school houses, in both Grass Valley and Nevada has been appropriated from the county school fund; no local or special school tax, we believe, has ever been levied in either place. As a result of this policy, heavy rate bills are levied. This year, for the first time in Grass Valley, one of the schools was kept free for five months. With a taxable property of two millions, the city ought to maintain free schools for ten months in the year. There are ten or fifteen colored children here, and a school for them will soon be established by the Trustees. The number of census children here, is 774; of this number, 300, last year, attended the public schools; 269, the private schools; and 200, no school whatever. Total expenditures last year, $4,400. At the Allison Ranch, three miles from Grass Valley, there is a flourishing public school, numbering more than a hundred scholars. At Forest Springs, three miles from Allison's, Mr. B. J. Watson has been teaching a flourishing public school for three years past. Mr. Watson, who has recently resigned for the purpose of going East, has won a high reputation as a successful and popular teacher. At North San Juan, there is an excellent public school, taught by Mr. E. M. Preston, a young teacher of a very high order of ability. The Trustees, as a mark of their appreciation, have raised his salary from $100 to $125 per month. We regret that we have never been able to visit this school. Nevada County returns 2,980 census children—the largest number of any mining county in the State. The average number belonging to the public schools last year was 1,200; and the total enrollment, probably 1,500. The number attending private schools was 500, which would leave about 900 who did not attend school during the year. The total amount of school expenditures was $25,960—of which amount $17,000 was derived from the county fund, and $4,500 from the State. Under a special Act for this county, the entire receipts from the sale of liquor licenses are paid into the school fund, and the amount derived from this source last year, was $10,000. The following is the Act, which we commend to the consideration of the legislators of other counties in the State.

"SECTION 1. All moneys derived from the sale of licenses for the vending of spirituous, malt, or fermented liquors, or wines, in quantities less than one quart, and all

moneys derived from the sale of traveling merchants', hawkers' or pedlers' licenses in the County of Nevada, shall hereafter be transferred to the Common School Fund of said county, and shall be used and appropriated as a part of such Common School Fund, and for no other purpose whatever."

The rate of county school tax, for 1865, was thirty cents, and for 1866, twenty-seven cents. The county examinations of teachers are well conducted, and the Superintendent has set a high standard of qualification. The Report of the County Superintendent, Mr. M. S. Deal, last year, was, in all respects, a model one. In the Report of the State Superintendent for 1864, the County Superintendent was censured for returning no financial report. The fact was, we have since learned, his predecessor left his books in such condition that it was utterly impossible to make a financial report. We make the *amende honorable*, retract the censure, and relieve Mr. Deal, fully, from any imputation of neglect of official duty. He has made an efficient officer, and deserves credit for it.

SACRAMENTO.—Sacramento has good reason to be proud of her excellent High School. Under the former principal, Mr. R. K. Marriner, the school acquired a high reputation, which it continues to hold under the present principal, Mr. M. L. Templeton. The second story of a fine two-story brick schoolhouse is devoted to the High School, and the session room is one of the pleasantest in the State. The school numbers 40 pupils of both sexes, and the course of study is both English and classical. The discipline of the school is excellent, and the instruction thorough. The drill of the pupils in free gymnastics is excelled only by the class in the State Normal School. The Primary and Intermediate schools in the same building are filled to overflowing, and in excellent training. We regret that we could not spare the time to visit all the city schools. Sacramento City returned last year 2,113 census children; of which number, 1,458 were enrolled on the public school registers, and 264 reported in attendance on private schools, leaving only 391 not attending school. The total cost of schools last year, was $28,000. Under the careful management of the City Superintendent, Rev. William H. Hill, and good Boards of Education, the Sacramento schools have been brought to a high degree of excellence, and now stand second to none in the State. Sacramento County returned last year 4,384 census children, of whom 3,577 were enrolled on the public school registers. The total expenditures were $48,600. Of the sixty-three schools in the county, thirty-one were maintained as *free* schools. The County Superintendent, Dr. Hatch, has been four times elected to the office, and, altogether, has served nine years. He is a veteran in the service, and discharges his duties faithfully and efficiently. The Superintendent of the county is made, *ex officio*, a member of the State Board of Education, and the Board of State Normal School Trustees.

STATE NORMAL SCHOOL.—Prof. Bolander, Principal of the Cosmopolitan Public School, gave a lecture before the State Normal School on Thursday of last week, on the subject of "Botany." There are two large classes studying the subject in this school, under the charge of Miss Houghton; and as about

thirty of them expect to leave the school in June to engage in teaching, th subject, presented, as it was, in a very practical manner, was exceedingly inte esting. The Professor exhibited his portfolio and press, and showed the pupil the *modus operandi* of collecting, arranging and pressing flowers; how best t preserve the plants, to arrange the dryers, what kind of paper to use, and hov to bring their muscle into service in the use of the press. The Professor nex spoke of the distribution of plants, particularly of the coniferous trees of Cali fornia, and closed with an account of the geological formation of the Sacra mento Valley, Coast Ranges, and Sierras. It was a very instructive lesson, en joyed by both pupils and teachers.—*Bulletin.*

STATE OF NEVADA.—We have received from Hon. A. F. White, Superin tendent of Public Instruction of Nevada, the Second Annual School Repor of that State, from which we gather the following statistics:

Whole number of children between six and eighteen	2,559
Whole number of scholars enrolled	2,181
Average number belonging	1,080
Average daily attendance	944
Total Expenditures	$42,883 00
Average monthly wages paid male teachers	$113 28
Average monthly wages paid female teachers	$92 37
Average length of schools in months	7.4

Concerning teachers' wages Mr. White says:

"There has been an increase in the average monthly wages of teachers over the yea 1865 of fifteen dollars and thirty-four cents. In California, the average monthly wage of male teachers, in 1865, was seventy-four dollars. In Nevada, in 1866, it is one hund red and thirteen dollars and twenty-eight cents—thirty-nine dollars and twenty-eigh cents more than in California. The average monthly wages of female teachers in Cal ifornia, in 1865, was sixty-two dollars. In Nevada, in 1866, it is ninety-two dollar and thirty-seven cents, or thirty dollars and thirty-seven cents more than in California

"Board in California is estimated at an average of twenty-five dollars per month. I Nevada, it is estimated at thirty-five dollars. This leaves a salary in California fo male teachers, of forty-nine dollars; for females, of thirty-seven dollars, and is paid i coin. In Nevada, it leaves a salary for male teachers of seventy-eight dollars and twenty-eight cents; for female teachers, of fifty-seven dollars and thirty-seven cents and is paid in currency *at gold value.* In fact, there is no other State where teacher are so well paid, especially females.

"The public schools which offer such remunerative inducements, should command the best talent in the country. It is certainly no small encouragement for persons whose opportunities, qualifications, and tastes are favorable, to adopt teaching as a profession. Ability, experience, and genuine worth will be appreciated, and faithful labor re warded. By this liberality, Nevada asks that the standard of excellence for the in structors of her youth be elevated; that teachers, by the manifestation of the highest type of manhood and womanhood, command respect, and merit the lasting gratitude and love of those committed to their charge."

Mr. White pays the CALIFORNIA TEACHER a compliment, thus:

"Two years ago, the CALIFORNIA TEACHER was introduced into the Public Schools of this State. In 1865, it was supplied to twenty-six teachers. This year, for some cause not stated in the reports, it has been furnished to only fifteen teachers. It is made duty of each County Superintendent (Sec. 18, Division 8 of the law) 'to subscribe

annually for a sufficient number of copies * * * * to furnish each school officer and teacher in his county with a copy of the same, and one copy to be filed with the records of the district.'

"The TEACHER was offered to the schools of this State on the most liberal terms, and is, and has been a faithful, earnest, and able advocate of every judicious improvement in the manner of conducting schools, and in the system upon which they should be established. It has invited candid and thorough discussions upon a wide range of topics, embracing all that was calculated to encourage parents and guardians to embrace every opportunity for the mental and moral improvement of the children under their charge. It has done much to sustain teachers, trustees, and school officers in the faithful discharge of their duties. It is the only journal on the Pacific Coast devoted exclusively to 'educational purposes,' and wherever it has been read has awakened interest, quickened effort, and hastened the fulfillment of noble purposes. Our teachers and trustees cannot do without it, and the County Superintendents do them and the schools a great wrong when they neglect to subscribe for it as the law directs."

He discusses at length the question of Agricultural College and Mining School, recommends the establishment of a State Normal School, and proposes some amendments to the School Law. He recommends contributions for the National Lincoln Monument as follows:

"Attention was called to this subject in the Report of eighteen hundred and sixty-five. It was desired that the public schools of Nevada might make a voluntary offering towards the erection of a national monument in memory of our martyred President, Abraham Lincoln. The schools in California have contributed liberally, and the patriotism of the children of other States is manifested by the most generous offerings for this purpose; but, as yet, nothing has been done in this State. It is hoped that efficient measures will speedily be taken by County Superintendents, Teachers, and Trustees, to awaken an interest, and to show that the public schools of Nevada are not wanting in patriotic zeal and in heartfelt gratitude to the defender and preserver of the nation in its hour of greatest peril."

The report is well-written, and highly creditable both to the Superintendent and the State.

NEW BOOKS.—The following new books have been received:

A CRITICAL HISTORY OF THE DOCTRINE OF A FUTURE LIFE. With a complete Bibliography of the subject. By William Rounseville Alger. Fourth edition, thoroughly revised. New York: W. J. Widdleton. San Francisco: A. Roman & Co. pp. 914.

This is a marvelous production. Whether we consider the painstaking research, the breadth of investigation, or the results of Mr. Alger's labor, we marvel. All men have thought upon this theme. It is a necessity of human nature to consider at times whether there be anything beyond this earthly living, and, if there be, then—what? All the ages have wrought upon the problem, and, even with such facts as holy writ sets forth, we only grope about in the dimmest twilight, longing to know what is to be. The story of men's thought—how men have believed, what they have rested upon—as to the future life, is what this book sets forth. Mr. Alger's text is divided into five parts, as follows: Historical and Critical Introductory Views, containing four chapters; Ethnic Thoughts concerning a Future Life, twelve chapters; New Testament Teachings concerning a Future Life, eight chapters; Christian Thoughts con-

cerning a Future Life, three chapters; Historical and Critical Dissertations concerning a Future Life, nine chapters. We may safely pronounce this book unequaled for the thoroughness of investigation on the subject treated. Differing most widely from many of the conclusions, as well as from many of the processes of his thought, we recognize through his admirable style and genial spirit "a fellow worker needing not to be ashamed." He passes on, overturning the systems of religious thought, the systems that men have lived and died for through ages; but it is done in so gentlemanly a way that the most apparently injured seems rather to thank than to blame him. "Impossible as it may seem," he virtually says, "such statements as these have been believed by excellent divines, and set forth by them as literally true;" and then, with a few rapid motions of his pen, he does what the sword has failed to do in time past, for in just such faith as he exposes the absurdities of, as to the future life, have men and women not only lived, but suffered and died strange deaths in Christian and in heathen lands. And Mr. Alger writes as if he felt all this; as if he felt that the faiths of all nations have something in them to be revered, and that only the truth justifies his sweeping away false theories that have been so dear to men. The work is very handsomely printed, and is an honor to the American press. It cannot be very popular among the religious orders in any country, but it will be a necessity for them after all, as containing, in available form, what it claims—a critical history of the doctrine of a future life.

THE SCIENCE OF WEALTH. A Manual of Political Economy; embracing the Laws of Trade, Currency, and Finance. By Amasa Walker, Lecturer on Public Economy in Amherst College. Boston: Little, Brown & Co. San Francisco: H. H. Bancroft & Co. pp. 478.

At no period in the history of our nation has the necessity of attention to the principles of political economy been so imperative as at present. The volume before us presents not only a methodical discussion of the whole subject, but gives unusual space to the currency and to taxation in the various forms adopted by national, State, or municipal authority. The author believes in hard money, and therefore would rejoice in California. He believes in free trade and direct taxation, rather than protection and indirect levies upon the people. We have received much light on the principles involved; and without conceding all the points as stated, we can heartily commend a study of the work to persons fitted to investigate the general subject. The table of contents and the index render every part of the volume serviceable, while the style of publication fully maintains the reputation of the publishers.

A YOUTH'S HISTORY OF CALIFORNIA, FROM THE EARLIEST PERIOD OF ITS DISCOVERY TO THE PRESENT TIME. By Lucia Norman. San Francisco: A. Roman & Co. pp. 187.

We extend a hearty welcome to this tastefully bound little book. It was needed. While it claims no particular merit as a literary work, confessing its obligations to other authors, it comprises most of the leading facts in the history of our State, and puts them in such style that almost any child can understand them. We trust the publishers will be duly rewarded for their labor and expense in this venture.

WÁ ,YING TSÁP– Ü.

CHINESE AND ENGLISH PHRASE BOOK, with the Chinese Pronunciation indicated in English; specially adapted for the use of Merchants, Travelers and Families: By Benoni Lanctot. San Francisco: A. Roman & Co. pp. 80.

Not being altogether familiar with the Celestial language, the editor-in-chief consigned this book to his Chinese professor, who reports as follows:

MR. EDITOR:—A book bearing the above Chinese title, has been put into our hands, with a request that a truthful notice of it should be written for your valuable journal. This title was doubtless given by a Chinese scholar who had examined the manuscript, and it expresses with that remarkable felicity for which we Celestials are noted, the character of the book. A translation of the title will therefore be a description of the work. Wá = Chinese; ,Ying = English; Tsáp – ü = Language. The third word, Tsáp, is the descriptive one, and we give from Dr. Williams its full definition: Tsáp = A mixture of different colors or ingredients, particolored, streaked, mixed, unassorted, blended, mingled, confused, various, all sorts, miscellaneous, heterogeneous, fragmentary; to mix, to confuse, to revolve, to repeat, to bore through. The name of the author suggests that his own tongue is not English, and his orthography of the "Canton dialect" gives abundant evidence that he knows very little of either that or any other dialect of China. He uses the *i* in machine for the sound of *a* in German, ow for au, oi for ui, hoi for ui, kéang for keung, too for tō, hong for hang, s for sh, ts for ch, ch for ts, shu for sho, makes no distinction between ō in home and o in lost; and how many more discrepancies we will not try to mention. All the above, and more, met our eye in less time than it has taken to write them. The *tones* and *aspirates, absolute essentials* to correct pronunciation, are *ignored* entirely. He has given the acute and grave accents to indicate inflections, but they are inadequate, and seldom in this work so used as not to mislead. In some words we recognize the orthography of the pocket dictionary of Rev. Mr. Chalmers; and had our author taken pains to look out all his words in that, and used the same system of spelling, (though not the best one) his work might have been of *some* use. But, as it is now presented to the public, it is no great venture to say, that no man in the world, unacquainted with Chinese, can pronounce a single sentence of the book and be *certain* that he gets it right. Now this arises from no inherent difficulty in the language, but from either ignorance, or unpardonable indolence in the author.

There is one page of errata—a very bad compliment to an "elementary" book—but in this one there should be just seventy-three pages more of it to correct the orthography. The Chinese characters may be of service to one unacquainted with the language, provided one can *find* the phrase he needs *when he wants it to use.* Perhaps the arrangement is as good as the size and description of the book admits.

Messrs. Roman & Co. seem to have spared no pains to make it worthy of the public. The paper is of first quality, and the binding neat and tasteful, and the printing is quite as good as we are accustomed to get from stone. The word LITH. on the first leaf, gives room to hope that a second edition, if one should ever be called for, will be revised before being presented to the public.

We might in truth say more, we could not in justice to all say less, in criticism. We therefore make the triple bow, and remain your stupid little brother to listen to instructions, and obey commands, KWONG TUNG.

SIX HUNDRED DOLLARS A YEAR. A Wife's effort at low living under high prices. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 183.

We are not told whose wife this writer was. So many wives have been compelled to make efforts at "low living under high prices," that the story of *any one* must possess a certain interest for a host of women. And this one enters upon details. She gives her recipes for the table with the most assured spirit, so that sometimes one half suspects after all it is a cook book before him; then there comes some newspaper article, evidently taken from a wife's scrap book, and having possibly some slight connection with the main subject. The lady managed to have a servant with the six hundred a year, that she claims; but it is with satisfaction we observe the six hundred requires to be increased by house rent, which is free, for this fact is indicative of the impossibility of paying regular bills in a well managed household with the sum of which the title speaks. The book is well timed, and suggestive enough to be worthy of an extended circulation.

COMMON SCHOOL READINGS. Containing new selections in Prose and Poetry for Declamation, Recitation, and Elocutionary Readings in Common Schools. By John Swett, Superintendent of Public Instruction, State of California. San Francisco: H. H. Bancroft & Co. pp. 230.

In our last number we were permitted to copy from advance sheets the Introductory Remarks on Elocutionary Training in the Common Schools. To that extract we should add the information of the compiler's purpose, as stated in his Preface, which was "to select pieces adapted to the tastes and understanding of school children; to make modern selections not found in other works of a similar character, and to exclude the waste matter, never used by either teachers or pupils, which fills so large a space in many works on elocution." This book is of convenient size for every-day use, and cannot fail, we think, to be very helpful to those for whom it is designed. The selections have been made with more uniformly good taste than those in any other "school speaker" with which we are acquainted. Of patriotic and national selections there is no lack. Webster and Baker seem to be the favorite orators of Mr. Swett. Among his orators, however, we find Thomas Starr King, Rev. Dr. Stone, A. A. Sargent, J. W. Winans, John Conness, and F. P. Tracy. Among his poets, after Whittier, Bryant, and Holmes, we find Stoddard and Harte, besides a certain meritorious anonymous poet, whom, we strongly suspect, Mr. Swett's natural modesty has done injustice to. After a careful examination of "Common School Readings," we pronounce our decided conviction, that, as a whole, it is the best book for the sphere it was designed to occupy that has yet been presented to the public.

A YOUNG MAN'S MISSION. A Sermon preached before the Young Men's Christian Association of San Francisco, in Calvary Church, Sabbath evening, Feb. 17th, 1867. By Rev. Chas. Wadsworth, D.D., Pastor. Published by request. San Francisco: Rooms of the Association. (paper) pp. 21.

THE TENT ON THE BEACH, AND OTHER POEMS. By John Greenleaf Whittier. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 172.

The poet and two good friends of his were finding rest at the seashore. To make the evenings more pleasant, nine poems were written and read by the lamplight. These poems are interwoven with a poetic description of the party; the whole forming a delightful little volume, which is further enriched by five national lyrics and eight occasional poems, including the hymn sung at the dedication of the Unitarian Church at San Francisco, and ending with the noble tribute to the memory of Thomas Starr King, already published in the CALIFORNIA TEACHER.

FIRST LESSONS IN NUMBERS. By John H. French, LL.D. New York: Harper & Brothers. 1866.

This first book of French's Arithmetical Series is based on the natural order: first, visible objects; second, concrete numbers; third, abstract numbers. It is beautifully illustrated; and, so far as we have examined it, is superior to any other work of the kind with which we are familiar. It is a valuable book for the teacher's desk.

VENETIAN LIFE. By Wm. D. Howells. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 359.

Those of our readers whose knowledge of Venice is perfect, and those who neither know nor care to know about that famous city, are hereby warned against this book. We regret the necessity of confessing that the busy life of San Francisco has forced us into the last named class, and we approached the book in the beaten way of duty, not from any expectation of comfort therefrom. But we found it a book that is full of life, genial in spirit, altogether one of the most pleasant of descriptions; and we read it through without once wishing it shorter. Need we say more in order to bring our readers into Mr. Howells' excellent company?

A FRENCH GRAMMAR. Being an attempt to present in a concise and systematic form the essential principles of the French language; including English exercises to be translated into French, with vocabularies, an alphabetical list of the most common French idioms, and a copious Index. To which is added a French, English, and Latin Vocabulary, containing the most common words in French which are derived from Latin. By Edward H. Magill, A.M., Sub-Master in the Boston Latin School. Boston: Crosby & Ainsworth. San Francisco: H. H. Bancroft & Co., A. Roman & Co. pp. 287.

THE FRENCH MANUAL. A new, simple, concise, and easy method of acquiring a conversational knowledge of the French language: including a Dictionary of over ten thousand words. By M. Alfred Havet. Entirely revised and corrected from the last English edition, with a new system of pronunciation. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. xxxii, 188, 112.

PACIFIC BASE BALL GUIDE FOR 1867. Adopted by the Pacific Base Ball Convention of California. San Francisco: A. Roman & Co. (paper) pp. 34.

ELEMENTS OF LOGIC: Comprising the Doctrine of the Laws and Products of Thought, and the Doctrine of Method; Together with a Logical Praxis. Designed for Classes and for Private Study. By Henry N. Day. New York: Charles Scribner & Co. San Francisco: A. Roman & Co., H. H. Bancroft & Co. pp. 237.

Any teacher on this coast who wants to become practically acquainted with logic, will find Prof. Day's work, in our opinion, the greatest help in his efforts which has yet been presented to the public. To master it thoroughly would be a most valuable discipline, aside from the additional power over other minds which a practice of its principles would secure.

THE COMBINED SPANISH METHOD. A new Practical and Theoretical System of learning the Castilian Language; embracing the most advantageous features of the best known methods, with a Pronouncing Vocabulary, containing all the words used in the course of the work, and reference to the lessons in which each one is explained: thus enabling any one to be his own instructor. By Alberto De Tornos, A.M., formerly Director of Normal Schools in Spain, and now Teacher of Spanish in the New York Mercantile Library, New York Evening High School, and the Polytechnic and Packer Institutes, Brooklyn. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 470.

We rarely do more than announce the title of books professing to teach the modern languages; but in this particular case, we are impelled to express the satisfaction derived from a somewhat hasty examination of Prof. Tornos' work, which examination we should be glad to have our readers make a more thorough one for themselves.

OUR MUTUAL FRIEND. By Charles Dickens. With original illustrations, by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 479.

Through the courtesy of Mr. Roman, we are permitted to call the attention of our readers to this second issue of the "Diamond Dickens," after looking, in the solitude of our sanctum, upon the pleasant pictures and the compressed, though comely type marks upon the tinted leaves. This Edition may be productive of weak eyes in future years, but the temptation to read Dickens in so convenient a handful is too strong to be successfully resisted.

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ADDRESS OF STATE SUPERINTENDENT SWETT

BEFORE THE STATE TEACHERS' INSTITUTE AT SAN FRANCISCO, MAY 7TH, 1867.

FOUR years ago, many of you now before me, were present at the largest and most enthusiastic gathering of teachers that ever assembled in this State. I remember well the circumstances under which we met. The army of the Potomac had been driven back from the disastrous field of Chancellorsville; the rebel hordes were already on their march into the heart of the North: and wounded, bleeding, and exhausted, the nation seemed to be gathering its powers for the final wager of battle which should determine its fate forever. The star of treason seemed to be in the ascendant. Rebels were exultant and patriots despondent. Vicksburg could never be taken; Port Hudson was impregnable; and Lee would soon lay New York in ashes. In two short months Grant had strangled Vicksburg; Port Hudson had fallen; Gettysburg, made immortal by victory, was consecrated by the graves of thousands of heroes who died that we might live; the tide of invasion was rolled back, and the nation was saved. Then followed in swift and glorious succession: Chattanooga, the fall of Atlanta, the annihilation of Hood, Sherman's triumphal march through Georgia and South Carolina, the desperate struggles of the Wilderness, the decisive battle of Five Forks, the surrender of Lee, and the war was ended.

The exultation of victory, and the gladness of peace were saddened by the assassination of Abraham Lincoln, the last great victim of the barbarism of slavery; and a new political contest began for the preservation of the civil rights which had been won at the point of the bayonet.

Thanks to the wisdom, prudence and patriotism of the Thirty-ninth Congress, victory again crowned the banner of progress, and the nation is to be reconstructed on the eternal principles of justice. No grander record of Freedom and Nationality was ever made.

The work is done, and well done; and we may exclaim with William Cullen Bryant:

O thou great Wrong, that through the slow-paced years
Didst hold thy millions fettered, and didst wield
The scourge that drove the laborer to the field,
And look with stony eye on human tears,
Thy cruel reign is o'er;
Thy bondmen crouch no more
In terror at the menace of thine eye;
For He who marks the bounds of guilty power,
Long suffering, hath heard the captive's cry,
And touched his shackles at the appointed hour,
And lo! they fall, and he whose limbs they galled
Stands in his native manhood, disenthralled.

A shout of joy from the redeemed is sent;
Ten thousand hamlets swell the hymn of thanks;
Our rivers roll exulting, and their banks
Send up hosannas to the firmanent.
Fields, where the bondman's toil
No more shall trench the soil,
Seem now to bask in a serener day;
The meadow-birds sing sweeter, and the airs
Of Heaven with more caressing softness play,
Welcoming man to liberty like theirs.
A glory clothes the land from sea to sea,
For the great land and all its coasts are free.

During this eventful period, amid the upheavals of the transition epoch of the nation, in all the loyal States, the public schools have quietly and steadily gained strength. The war has proved their value, and demonstrated their necessity to the existence of a free people. Where would the nation have been to-day, but for the intelligence imparted by free schools during the last quarter of a

century? Who fought our battles but the men drilled into patriots by the public schools? In the great political campaigns since the war, what but the general diffusion of intelligence has kept the people true to freedom? The character and opinions of the men whose will, expressed through the ballot box, makes and *amends* constitutions, have been formed in the public schools.

Into the regions of rebellion and ignorance, free schools have followed in the track of Union armies. The gleam of intelligence already begins to illuminate the dusky faces of the children of a race long enslaved.

The old flag of a new nation now floats over every foot of the old republic, and everywhere under its protecting folds every human being may claim the right of free labor, free speech, free thought, and free schools.

Turning from these grand historical events of the nation, to our own young State on the outer verge of the continent, let us mark its educational progress.

Since the Institute of 1868, our public schools have been quietly and peacefully revolutionized. In the grand events of national history, in the building of cities, the construction of roads, the settlement of land titles, and the excitement of life incident to a new State, the progress of schools is hardly noticed except by those who are most directly interested in them. *Then*, we had little to be proud of in our educational record; *now*, California will not suffer by comparison with the most progressive educational States in the Union.

Then, the annual amount of money expended for public schools, was $480,000; *now*, it is nearly a million.

Then, there was no direct State tax for the support of schools; *now*, the State tax is eight cents on the one hundred dollars, giving an annual revenue from this source alone, of $120,000.

Then, the State apportionment was $130,000; *now*, it is $260,000.

Then, the amount raised by county and city school taxes was $294,000; *now*, it is $470,000.

Then, the amount raised by district taxes, voted by the people, was $7,000; last year the amount was $73,000, or more than ten times the amount raised in 1862.

Then, the maximum county school tax allowed by law, was twenty-five cents, and the minimum required to be levied, *nothing at all; now*, the maximum tax is thirty-five cents, and the minimum tax must be equal to three dollars per census child, which in many counties requires the maximum rate of thirty-five cents.

Then, the amount raised by rate-bills of tuition was $130,000; *now*, it is only $79,000, showing a rapid approximation to a free school system. Three-fourths of the pupils now attend free schools during the year, and all are secured by law the right of a free school, either for three months or five months, in proportion to the size of district.

Then, the amount paid for teachers' salaries was $328,000; *now*, it is $550,000—an increase of sixty-eight per cent.—while the number of teachers, in the same time, has increased only thirty-one per cent.

Then, the total expenditure for schools amounted to a per centage on the assessment roll of the State, of thirty cents on each one hundred dollars; *now*, it amounts to more than fifty cents on the one hundred dollars.

In 1862, the amount expended per census child, was six dollars and fifteen cents; last year, it was ten dollars and twenty cents.

In 1862, the amount expended for school houses, was $49,000; in 1865, it was $257,000. During the school years 1864 and 1865, two hundred new school houses were erected. The total amount expended for school houses in this State, since 1862, is greater than the amount for the ten years previous. The limitation of the tax for building school houses, which was forced upon the friends of the Revised School Law, has somewhat interfered with the erection of buildings during the past year; but this limitation will be repealed at the next session of the Legislature.

Then, the average length of the schools was less than six months in the year; *now*, it is seven and four-tenths months—an average length of schools which is exceeded only by Massachusetts and Nevada, of all the States in the Union.

Since then, while the number of census children has increased twenty-six per cent., the average number attending the public schools has increased more than fifty per cent.

The stronger hold which the schools have taken on public opinion,

the greater skill, earnestness and enthusiasm of teachers, the consequent improvement in methods of instruction and classification; the use of better text books; the deeper personal interest of parents; the neater and more commodious houses: all these together constitute an advancement which cannot be expressed by a contrast of statistics.

Then, we had no State educational journal, and hardly a dozen copies of the school journals of other States entered the Golden Gate; *now*, the CALIFORNIA TEACHER has a circulation of 2,700 copies. It reaches every school officer in the State; it goes into the hands of every teacher, into every school library, and to every newspaper in the State. Many of its items of information, and educational articles are largely quoted and republished by the newspaper press; and the result is that the amount of reading relating to schools, put before the people, has been increased a hundred fold. It has done more to inform Trustees, to awaken professional pride among teachers, and to secure an efficient execution of the School Law, than any other educational agency in the State. It has cost the two editors who nurtured its feeble infancy some anxiety, and many a day's extra work; but they are fully satisfied that the labor has not been given in vain.

Then, the State Normal School numbered thirty pupils; *now*, it has one hundred and twenty-five enrolled, has graduated seventy-eight, and has sent out a hundred undergraduates.

Then, we had no system of professional examinations; no educational society; no organization, and little professional pride. In fact, a man generally apologized for being forced to resort to teaching until he could find something else to do.

Then, the "old schoolmasters" of San Francisco were examined every year by doctors, lawyers, dentists, contractors, and business men, to "see if they were fit to teach the common school" they had been teaching years in succession. There was no standard of qualification, except the caprice of "accidental boards."

Throughout the State, examinations were oral, and in most cases, resulted in issuing to everybody who applied, a certificate "to teach school one year."

Now, a new order of things prevails. Every Board of Examination, whether State, City, or County, must be composed of pro-

fessional teachers exclusively; all examinations must be in writing, and in certain specified studies; and certificates are issued for life, or for a length of time proportioned to the grade of certificate issued.

California is the only State in the Union, in which teachers have gained the legal right to be examined exclusively by the members of their own profession, and we have just cause to be proud of the fact. It has already done much to make the occupation of teaching respectable. It has relieved good teachers from useless annoyance and humiliation; it has increased their self-respect, stimulated their ambition, and guarded the schools against quacks and pretenders.

Concerning this provision of the law, Prof. Wm. Russell, of Massachusetts, who has been for many years the advocate of professional certificates for teachers in the older States, says in the December No. of *Barnard's Journal of Education:*

"By the 'Revised School Law,' approved March 24th, 1866, professional diplomas are classified as conferred by State, county, and city boards of examination. The close attention to details in these enactments, indicates the careful consideration with which the measures contemplated have been prepared. The results already secured place the State of California on high vantage ground, as a field of educational labor, inviting the attention of all worthy candidates for the office of teachers; and the State cannot fail to reap a rich reward for the noble spirit of enterprise which, in this respect, it has manifested. Its popular designation, 'The Golden State,' will, ere many years shall have elapsed, bear a new and higher meaning, referring to 'riches that perish not with the using.' In coming years, the other and older States, in which but a partial progress has as yet been made toward the results already secured in California, will gratefully acknowledge the benefits derived from the influence of her example."

Our School Law is the only one in the United States which has taken broad, professional ground, by providing that the diplomas of State Normal Schools in other States shall entitle the holders to legal recognition as teachers in this State.

The State Board of Education has already issued thirty-three "State Life Diplomas," and the State Board of Examination has

granted eighty State Educational Diplomas, valid for six years; eighty-four First Grade Certificates, valid for four years; eighty-two Second Grade Certificates, valid for two years; and forty Third Grade Certificates, valid for one year: making a total of three hundred and nineteen State Certificates, or one-fourth of the whole number engaged in teaching in California.

Throughout the State, the County Boards have established a fair standard of qualification—the printed questions of the State Board are generally used—and as a result, the old teachers have become ambitious to secure the highest grade certificates, competent teachers are secured, and the schools are protected against incompetent ones whose only recommendation was that of teaching for little or nothing.

I hazard nothing in saying that the standard of qualification required for the teachers of ungraded county schools in this State is uniformly higher than in any other State in the Union. It is the testimony of County Superintendents that our thorough system of examinations has doubled the efficiency of the common schools of the State.

Strange to say, this new system of professional examinations was violently opposed four years ago, and by none so vehemently as by some common school teachers.

The world moves: is there a single teacher here who would desire to have the old order of things re-established? But I never doubted, that once established, it would remain a part of our school system as long as schools were maintained.

It was my sanguine hope, for many years, that, in this new State, teaching might aspire to the dignity of a profession; that teachers might learn to combine their strength, respect themselves, command the respect of others, and honor their occupation. I have lived already to see the promise of the future. It has been and is my highest ambition to elevate the profession of teaching; for I well know that in no other way can the public schools be made the great educators of the State and the nation. If the citizens of this State desire to have good schools, they must pay professionally trained teachers high salaries. If they want talent, they must buy it.

Already the result has been to materially raise the wages of

teachers, and to increase the demand for professional teachers, instead of itinerants.

Four years ago, outside of San Francisco, there were not ten schools in the State which paid an annual salary of $1,000; now, there are a hundred teachers who receive from $1,000 to $1,200 a year.

Trustees, in writing to the Department of Instruction for teachers, say: "Send us a professional teacher holding a State Diploma, and we will pay the very highest wages."

The salaries of good female teachers have been materially increased. San Francisco pays the highest average salaries given to female teachers in any public schools in the world.

The salary of the female assistant in the State Normal School is $1,300 a year, a salary exceeded by only three or four positions in the United States. St. Louis pays the female principal of the City Normal School $2,000 a year; but that is in currency, while California salaries are gold.

A dozen women in this city are paid $1,200 a year, and a score receive $1,000 a year.

It is only by raising the standard of attainments that the occupation can become well-paid and well-respected. Set the standard high, and high wages will follow: set the standard high, and good schools will be the result: set the standard high, and teachers will be content to remain in the schools.

Let all teachers who act on County, City, or State Boards of Examination, discharge their duty faithfully, without reference to the pressure of friends, or the complaints of unsuccessful applicants, ever bearing in mind the duty they owe to the schools, the people and the profession of teaching.

Professionally trained teachers, well-paid for their work, will bring the schools up to their fullest measure of usefulness, and will secure from the people the most liberal support.

Four years ago, County Institutes were held in only two or three counties in the State; now, the law requires one Annual Institute in every county having ten school districts, and further requires that teachers shall attend, and that trustees shall allow their wages to continue during the time of attendance.

In this particular it is the most progressive law on record. Already the Institutes have been productive of great good.

Four years ago there was not a Teachers' Library in the State, except a few odd volumes in San Francisco.

Now, all the large counties have begun a central library, and some of them have quite extensive ones.

Four years ago we had public schools, but no organized system of public instruction.

Now, we have a Central State Board of Education, with powers more extensive than have ever been given to the State Board of any other State in the Union.

But these powers are for systematizing, not for controlling or governing the schools in the details which properly belong to the local school officers.

Four years ago the County Schools were filled with an innumerable variety of different text-books:—Arithmetics of every date, from Daboll's and Pike's down to Thompson's and Greenleaf's; Grammars, from Lindley Murray and Smith, to Brown and Greene; Readers, Spellers and Geographies enough to fill an antiquarian book-store: these books were changed, sometimes as often as the teachers: there was no possibility of classification or systematic instruction: and migratory families of half a dozen children, in moving about, accumulated extensive libraries of books, which represented a considerable amount of capital not very profitably invested.

Now, we have a uniform series of modern books, with which teachers have become familiar; the schools are classified, and thousands of dollars are annually saved to the pockets of parents. None of the evils, foretold by impracticable teachers, and trustees suspicious of monopoly, have come to pass. The only losers have been the book publishers and dealers.

We have a course of study, established by law, by means of which teachers are enabled to pursue an intelligent system of instruction, in spite of the prejudices of parents who are too ignorant to comprehend the purpose of a school.

We have judicious rules and regulations established by law to aid teachers in enforcing discipline and order. In no other State is the authority of the teacher so well established and defined by law. Every district school in the State is placed under a judicious system of general rules and regulations.

Four years ago, school statistics were notoriously unreliable; the records were kept without system, in old blank books or on scraps of paper, and often were not kept at all: now, every school is supplied with a State School Register, so simple in its style of bookkeeping that the most careless teacher can hardly fail to keep a reliable record.

Then, trustees wrote their orders to County Superintendents on scraps of paper without much regard to business forms, and often without keeping any accounts; now, the neat order books, in the style of bank check books, furnished by the Department of Instruction, allow of no excuse for failing to keep a financial record of money paid out.

Then, the reports of Teachers, Trustees and Census Marshals were complicated and cumbersome, and were required to be made in triplicate form; now, all these reports have been reduced to the simplest possible business forms, and are required to be made in single blanks to the County Superintendents.

In 1862, one hundred and fifty copies of the Report of the Superintendent of Public Instruction were allowed the office of the State Superintendent for distribution; now, 4,000 copies are published, and the law requires that a copy shall be sent to each Board of Trustees, each school library, each County Superintendent, and that two hundred and fifty copies shall be bound for distribution to the School Departments of other States.

Then, there were no school libraries; now, a library is begun in every school district, and a liberal provision is made for their enlargement by a reservation of ten per cent. of the State School Fund annually.

The influence of a library in school is second only to that of the teacher; and, in many instances, the information self-gleaned by the pupils from books, is the most valuable part of their common school education. Books will give them a taste for reading, make them *alive* to knowledge, and start them on a plan of self-culture through life. A teacher may fail in the discharge of his duty, but the influence of good books is sure and lasting.

Then, most of the County Schools were destitute of maps, charts, and globes; now, most of them are supplied.

Then, all school incidentals, such as pens, pencils, ink and sta-

tionery were furnished by the pupils themselves, and as a consequence, half of the children were generally without these indispensable articles; now, they are furnished by the district to the pupils, free of expense.

Without mentioning in detail other provisions of our Revised School Law, it is enough to say that it has received the warmest approbation from the most distinguished educators of the United States. Hon. Newton Bateman, Professor William Russell, Henry Barnard, Wm. H. Wells, Jno. D. Philbrick, Jno. S. Hart, and many others, unite in the opinion that the School Law of California is one of the best in the United States, and in some points decidedly in advance of any in the older States.

Four years ago, the educators of the East hardly knew that public schools existed at all in California. Now, our reports are found in every large library and reading-room in the United States; are in the hands of all the prominent educators of the East; are sent to the Departments of Instruction in Europe; and are still requested by letters which arrive with almost every steamer mail. The President of the Smithsonian Institution, desirous of securing for publication cuts and plans of some of the best school houses of the United States, has just written to me to forward those of the Lincoln and Denman school houses.

When we consider the generally depressed condition of business in the State during the past four years; the heavy losses during the mining stock mania; the losses by flood and drought; the gradual working out of placer mines, and the consequent depreciation of property in many places; the falling off in the trade of many mining towns; the unsettled condition of land titles in many of the agricultural sections, and consequently the unsettled condition of the people; the slow increase of population from immigration, and at times its actual decrease in consequence of attractive mines in neighboring territories, and the slow increase of taxable property—we have reason to be proud of the unexampled progress of our Common Schools.

In the great work of settling and civilizing a new State—in the building of cities, the construction of railroads, the cultivation of farms, the development of quartz mines, the beginning of manufactures, and all the varied branches of industry—the influence of

schools is lost sight of in the figures of material statistics; and it is only when we consider that the 50,000 children now in the schools, during the next twenty years will take their place in society as the workers and producers, that we begin to realize the latent power of the schools. They are silently weaving the network of mental and moral influences which underlie civilization; and when the children shall become the masters of the material wealth of the State, the influence of the schools will begin to be evident.

While we may feel gratified with our progress, we must not forget that much remains to be done. Our schools still fall far short of the work which is pressing upon them. We need better methods of instruction; we need to educate public opinion to still higher appreciation of the value and necessity of education.

The highest purpose of the public schools is to train the children to become good citizens. It is not enough that they teach the elements of an intellectual education. They have a higher and nobler duty. Education implies development, training, discipline; a repression of bad tendencies, as well as the culture of good ones. The schools should train to habits of obedience and subordination, of honesty and integrity. They should inculcate love of country and love of liberty. They should teach the duties, rights, privileges, and honors of American citizenship. At present, how imperfectly is this great work done.

Fellow teachers! the work is in your hands. All the machinery of school law, all the money raised by school taxes, all the school houses built, are of little avail if you fail in the final work of actually forming and moulding mind and character. But your work is not, indeed, limited to the school room alone. You must make your influence felt on society. Attend the County Institutes, write essays, and engage in debates and discussions. Write for the local papers. Subscribe for and read carefully half a dozen of the best school journals in the United States, and learn what is going on in the educational world. Instead of complaining about the lack of interest on the part of parents, visit every family in the district, and wake up the fathers and mothers from their lethargy. Hold frequent examinations and exhibitions, for the purpose of bringing the people in direct contact with the school and its influences. Start a subscription to increase the school library. A little money

directly from the pockets of the parents will lead to a better appreciation of the value of books. Harass the trustees until they purchase school apparatus, furnish new desks, or build a new school house, if one is needed. If a special tax is necessary, canvass the district for it with the zeal and earnestness of a professional politician. Visit other schools, read new works on education, and adopt new methods of instruction. If you wrap yourselves up in your own conceit, and imagine that nobody can tell you anything about "keeping school," you will never rank among the progressives.

If the teacher be a man among men, he will command respect; but if he confine himself to the school room, if he deal only with books and boys, if he write nothing, say nothing, and do nothing, society will be certain to estimate him by value received. The true teacher should be a thinker and a doer. The scholarship required of the teacher is a peculiar one. There is a sham scholarship which prides itself on diplomas, flaunts Latinized phrases, and ignores plain Saxon. There are pedants who hide their shallowness under the veil of dullness. Like Wouter Van Twiller, the old Dutch Governor of New York, they gain credit for knowing a vast deal by saying nothing at all. But any teacher with his intellectual and spiritual faculties in good working condition, can be a scholar, whether educated *in* the schools or *out* of them.

The teacher, above all others, should be endowed with that force of character which stamps its impress on all that comes in contact with it, for he is tested by what he does, not by what he knows. A living man is wanted, not a walking library. He must kindle other souls into enthusiasm by a spark of electric fire from his own.

It is often said that teaching narrows the mind, belittles the man, and makes him merely a dray-horse in the monotonous round of the limited circle of the school room. It *may* be so—it sometimes *is* so; but it is not a necessary result, if the teacher have in him any elements of progression. The same holds true of other professions and occupations: the thinker grows, and the imitator dwarfs and sinks into a retailer of second-hand thoughts.

While teachers devote themselves to the training of boys and girls, let them not neglect their own mental and spiritual development, bearing in mind, with Plato, that "man cannot propose a

holier object of study than education, and all that appertains to education."

We are apt to consider immediate results rather than their remote causes; and hence the power of the public schools is seldom fully realized.

Light, heat, and electricity build up the material life of the globe out of inorganic matter, yet so slowly and silently that we hardly observe the workings of their subtle agencies. So the schools act upon society, and organize its life out of the atoms of undeveloped humanity attracted to the school rooms.

A few weeks since I visited one of the great quartz mills in the interior of the State. I descended the deep shaft, where stalwart men were blasting and delving in solid rock. Above, the magnificent mill, with fifty stamps, like some gigantic monster, was crushing and tearing the white quartz with its iron teeth; and I saw the immediate result of all this work in the heavy bars of pure gold, all ready to be stamped with their commercial value, and to enter into the great channels of trade. Then I entered a public school a few rods distant, where a hundred children were sitting, silently learning their lessons. I realized the relation of the mill and mine to the material prosperity of the State; but the school, what did it yield?

I rode over the line of the Central Pacific Railroad from the spring time of Sacramento into the snowy winter of the Sierra, and I saw the beginning of the great commercial aorta of a continent. On its cuts, and embankments, and rails, and locomotives, more money had already been expended than has been paid for schools since the history of our State began. I could see the tangible results of the labor expended upon the road; but where should I look for the value received to balance the cost of the schools? After thundering down on its iron rails from the mountain summits, I stepped into the Sacramento High School, and I thought to myself: What are these boys and girls doing, compared with the men who are paving the great highway of a nation?

I go out into the streets of this great city; I hear everywhere the hum of industry; I see great blocks of buildings going up under the hands of busy mechanics; I see the smoke of the machine shops and foundries, where skillful artizans are constructing the marvelous productions of inventive genius; I see the clipper

ships discharging their cargoes; drays are thundering over the pavement; the banks are open, and keen-sighted capitalists are on 'Change; and when I go to visit some little school room, where a quiet woman is teaching reading and spelling to the little children, the school seems to be something distinct from the busy life outside.

A short time ago, I saw that ocean leviathan, the "Colorado," swing majestically out into the stream, amid the shouts of thousands of assembled spectators, and glide off through the Golden Gate, to weave a network of commercial interests between the Occident and the Orient; and when, a few days after, I stood in the Lincoln School House, where a thousand boys were reciting their lessons, I asked: What are they doing for the city in return for a hundred and twenty-five thousand dollars invested in the house, and $20,000 a year paid to the teachers? The steamship comes back with its passengers and freight, and makes its monthly returns of net profits; but when will the school show its balance sheet?

But when I pause to remember that the steam engine was once but a dim idea in the brain of a boy; that intelligence is the motive power of trade and commerce; that the great city, with banks and warehouses and princely residences, has been built up by intelligent labor; that in the construction and navigation of the ocean steamer so many of the principles of art and science must be applied—I see in the public school, with its busy brains, an engine mightier than one of steam; and the narrow aisles of the school room broaden into the wide and thronged streets of the great city. I know that the school boys will soon become workers: that one will command the steamship, and one will become the engineer; one will be a director of the Central Pacific Railroad, and one will ride over it to take his seat in the Senate of the United States; one will own the quartz mill; another will build the machinery, and another still will invent some improved method of working its ores; one will be the merchant who shall direct the channels of trade; one will be the president of the Bank, and another shall frame laws for the protection of all those varied interests—and the teacher, whose occupation seemed so disconnected from the progress of human affairs, becomes a worker on mind which shall hold the mastery over material things.

I go out at night and wing my way in imagination from star to star, from island-universe to island-universe, and to the dim nebulæ which lie like films of light on the darkness of space, and I vainly strive to form some faint conception of the scale on which the universe is built—of the mutual attractions, relations, and revolutions of the atoms of starry light that fill the universe with splendor.

So, when I ponder on the subtle relations of the teacher to the nebulous atoms of forming mind which must soon condense into society; when I think how his power over one mind will extend to hundreds, the circle ever widening with time, until their relations become as complicated as the complex attractions of the stars, and their influence as far-reaching and as sure as that of gravity—I vainly strive to measure the responsibilities of the teacher, or the results of his work.

The State Institute, four years ago, was a starting-point of progress; let us hope that this Institute will give another fresh impulse to popular education, and professional enthusiasm.

Four years ago, I left the school room, where I had been for nine years continuously engaged in teaching, to enter upon the duties of the office of Superintendent of Public Instruction. I did not deem the office a more honorable one than that of teaching; but it offered a wider field of usefulness.

My term of office is now drawing to a close; and as I may not again meet you officially, you will pardon a brief allusion to my own work. I have not found the office a sinecure; I have not eaten the bread of idleness or ease: for the past four years' work has been the hardest of my life.

Traveling and lecturing more than half the time; attending County Institutes; editing the CALIFORNIA TEACHER; conducting State Examinations; twice revising the School Law, and attending three sessions of the Legislature to secure its passage; preparing rules and regulations and course of study for the public schools; answering the extensive correspondence consequent upon so many radical changes in school laws; preparing State reports, and historical sketches of education—my powers of endurance have been taxed to the utmost limit.

I sought the office for the purpose of raising the standard of pro-

fessional teaching, and for organizing a State system of free schools. I am willing to leave the verdict to the future.

If when my present term of office expires, I fall back into the ranks as a private, I shall feel proud of my profession, for I hold none more honorable, and to it I expect to devote my life.

I love the State of my adoption; I am proud of her educational record. I hope to see California as distinguished for her common schools, her colleges, her institutions of learning, as she has been for the enterprise of her people, and the mineral wealth of her mountains.

I feel that her future prosperity is closely related to the education of her people, for the solid wealth of any State consists in educated and industrious men and women; and if the common schools are kept up to the full measure of their usefulness, her future glory will be not so much in her mines, her scenery, or her climate, as in the intelligence, integrity, morality and patriotism of a people that shall make wealth a servant of science, art, literature and religion.

PROCEEDINGS OF THE STATE TEACHERS' INSTITUTE.

FIRST DAY.

TUESDAY, May 7th, 1867.

The members of the State Teachers' Institute assembled at Lincoln Hall this morning, at 9 o'clock.

State Superintendent Swett called the meeting to order. J. B. McChesney, of Nevada City, was chosen Secretary *pro tem.*

On motion of Mr. Myrick, a Committee of five on Permanent Organization was appointed by the Chair, consisting of the following-named gentlemen: Thos. S. Myrick, of San Francisco, Chairman; S. R. Case, County Superintendent of Placer; J. C. Pennell, of El Dorado; Rev. A. Higbie, County Superintendent of Napa; and Isaac Upham, of Butte, with instructions to report at 2 o'clock.

The President introduced David H. Cochran, of the Brooklyn Polytechnic School, N. Y., who delivered a short and interesting address, after which the meeting adjourned until 2 o'clock P.M.

The members then divided themselves into parties for the purpose of visiting the city schools.

AFTERNOON SESSION.

At 2 P.M., the Institute was called to order, and Mr. Myrick, Chairman of the Committee on Permanent Organization, made a report of Officers and Committees, as follows:

President—John Swett.

Vice Presidents—Hon. A. N. Fisher, Superintendent Public Instruction, State of Nevada; Melville Cottle, County Superintendent of Schools, San Joaquin; R. H. Allen, County Superintendent, Butte County; H. P. Stone, Superintendent Santa Cruz County; James Denman, San Francisco; John Bagnall, State of Nevada; J. C. Pelton, Superintendent of Schools, San Francisco County; J. C. Collins, Superintendent Storey County, Nevada.

Secretaries—J. B. McChesney, of Nevada City, and George Barstow, of San Francisco.

Committee on Visiting Schools—J. C. Pelton, James Denman, James Stratton, Thos. S. Myrick, E. Knowlton, B. Marks, Mrs. Burt, Mrs. Morgan, Mrs. Duane, and Miss Sullivan.

Committee on the Representation of the California State Institute in the National Educational Convention of 1867—John Swett, State Superintendent; Dr. F. W. Hatch, Superintendent Sacramento County; D. C. Stone, of Marysville; J. B. McChesney, of Nevada City; L. W. Reed, of San José.

Committee on Resolutions—D. C. Stone, Marysville; Geo. Tait, Oakland; William White, Watsonville; B. Marks, San Francisco; L. H. Van Schaick, Santa Clara; Miss E. W. Houghton, Normal School, San Francisco; Miss C. H. Stout, Training School, San Francisco.

Committee on General Business—J. R. Brierly, Superintendent Santa Clara; H. N. Nutting, Redwood City; L. W. Reed, San José; W. N. Granger, Marysville; J. G. Johnson, Sacramento; H. C. Kinne, Marin; Rev. Chas. E. Rich, Alameda; B. F. Welch, Grass Valley; A. H. Randall, San Joaquin; E. J. Schellhous, Butte; Milton Wason, Solano.

The Chairman then introduced J. W. Winans, Esq., President of the San Francisco Board of Education, who delivered the address of welcome.

MR. WINANS' ADDRESS.

Mr. Winans addressed them as his friends of the Teachers' Institute, and said: This is an era of enlightenment and progress, and stands in luminous contrast to the dark ages that are gone. This is an era characterized by the universality of learning and intelligence. If the brilliancy of Homer flashed on the world at a time when mankind were wrapped in clouds of ignorance, he was but a meteoric light illuminating the night for a moment. As it was with Homer so it was with other men of learning—they lighted up the age in which they lived, but the world quickly relapsed into darkness. The history of the great men of the past and their works had only been preserved by accident in the cloisters of the Romish Church. We owed it to the reverence for knowledge of a few learned monks, that any remains of the libraries of the ancients survived the dark era, and that all record of the past had not perished in the wreck of the middle ages. In those days, to be known to be studious was to occupy a position of peril. Superstition reigned on earth, and a reputation for learning endangered a man's life. Thirst for knowledge with the ignorant multitude was invariably confounded with the practice of magic and search into the secrets of forbidden arts. But let them look at the contrast. Instead of a faint ray of light glimmering here and there and then vanishing as suddenly as it arose, they had universal intelligence. Instead of that vast sea of mental darkness, upon which the genius of Galileo burst with a splendor that seemed as if a blazing sun had been hurled by the hands of the Almighty into the realms of infinite space, where the effect of its brightness and brilliancy was heightened by the depth of the surrounding gloom—we had universal intelligence. Upon the night of ignorance had arisen constellations of stars, which, while no one was of remarkable brilliancy or gave a startling display of intellectual power—for knowledge is generally disseminated through the civilized world, and except in a few spots there is not that mental darkness to contrast with the light—these constellations of stars in the aggregate had shed on mankind the light of a noonday sun.

In the past the waters of the Deluge had risen until even Ararat, with its lofty peaks piercing the clouds, had been sunk beneath the surface of that level sea; and in these days the waves of intelligence had spread until the deluge of human learning, flowing on and rising higher as it spread, had risen above all ignorance, as the waters had overtopped Ararat, and there was no eminence remaining where education might not enthrone itself and so cover the world with a level sea of universal intelligence.

He, the speaker, as an individual was glad to meet them on that occasion, and glad to greet them in his representative capacity. Such meetings as these were of incalculable importance. The labors of such societies as the Smithsonian Institution, as the British Association for the Advancement of Science, and the gatherings of the alumni of all the colleges on this continent, and, in a feebler way, the meetings of their own young Institute, were all institutions of power, for human learning and human development. He need not tell them how important was the system of Common Schools, which did not belong to California

alone, nor to the State which faces the opposite ocean, but is national—more than national—for the world is its field, and the untiring, unflinching and devoted teachers its chosen apostles. The common school was marching with more than the strength of armies over other countries and continents, and was rearing up a power mightier than any other the wit of mankind had devised. The public school system was humanizing mankind and trampling down despotism. The whole world, under the teaching and example of the American public school system, was growing to a higher standard of development. Under the glorious banner of this system, education is marching steadily and proudly forward to the consummation of victories as important in their results and as glorious in themselves as the triumphs by which our armies vindicated the honor and the integrity of our country on the red fields of rebellion. [Applause.] Where knowledge goes, the thrones of monarchs are bowed, and the heads of haughty tyrants brought to the dust. What were the throes in European societies but the first symptom of that great earthquake that was to rend the fetters from human bondmen. The civilization of the world is wrought by education, by the free and universal diffusion of knowledge; and that must ever proceed by orderly and systematic methods.

They had met there that day for the purpose of combining and organizing, and the first great step towards success was order—Heaven's first law. He need not tell them that the common school system of this State, already a good one, had been reduced to admirable order, and mainly perfected by the labors of their President. Much of the success of this wonderful organization pervading every portion of the State was due to the perseverance, exertion and midnight vigils of Mr. Swett. Whatever anxiety there might have been about getting the bill through the Legislature, there could be but one opinion now that it was the best scheme that could be devised for the necessities of the State. In conclusion, on behalf of the Board of Education of this city, he welcomed those who were strangers to San Francisco. He dwelt upon the pleasure of meeting together, and feeling that they were all laboring for one common end, the benefit of their species; and assured them that invaluable good must result to the cause of public education by the communion of ideas and sentiments, the discussion of plans, etc., which the occasion afforded. In the fullness of a sincere heart, and uttering the very thrill of sympathy from those with whom he acted, he offered them the right hand of fellowship, the most cordial greeting, and the warmest welcome.

At the conclusion of this eloquent address, Mr. Swett announced that Prof. Wilkinson, of the Institution for the Deaf, Dumb and Blind, was present, and would exhibit before the Institute some of the methods by which the deaf mutes are taught.

The exercises of Prof. Wilkinson and pupils concluded, a unanimous vote of thanks was extended to them, and the President introduced Wm. White, A.M., Principal of the Watsonville Gram-

mar School, who made a long and very able speech on the duties and responsibilities of teachers and parents.

The Institute then adjourned.

EVENING SESSION.

The Institute met at 8 o'clock, and listened to an address by State Superintendent Swett on "The Educational Progress of California," at the conclusion of which the Institute adjourned.

Annexed is a list of teachers from the different Counties of this State and Nevada who registered their names with the Secretary.

ALAMEDA COUNTY.

Rev. C. E. Rich, Supt.,
Miss D. S. Baldridge,
A. L. Fuller,
Miss Mary Ludwig,
Miss M. Lichtenthaler,
Mrs. L. L. Lynde,
D. C. Pearson,
Mrs. Delia R. Wheelock,
John Manzer,
Franklin Warner,
Henry L. Oak,
Carrie F. Burrowes,
John Yule,
Martha E. Richardson,
J. A. Loutitt,
Emily E. Brown,
Mary E. Reade,
Mary A. Casebolt,
Wm. C. Dodge,
Wm. M. McFadden,
Harriet E. Jackson,
J. Miller Gwinn,
Maggie C. Liston,
F. M. Campbell,
George Tait,
A. J. King,
Miss Mary A. Lloyd.
27 members.

AMADOR COUNTY.

Francis R. Brown,
Dennis Townsend.

BUTTE COUNTY.

R. H. Allen, Supt.,
Abner F. Olinger,
S. C. Stephens,
Isaac Upham,
E. J. Schellhous,
C. G. Warren,
David Powell.

CALAVERAS COUNTY.

Joseph H. Wells.

CONTRA COSTA COUNTY.

Rev. H. R. Avery, Supt.,
John A. Moore,
Albert J. Young,
Alfred Thurber,
James L. Parker,
Maggie J. Hall,
William R. Clark,
M. V. Ashbrook,
Miss Ella J. Sherman,
Miss Mary B. Robinson,
J. Thornton Jones,
Warren Abbott.
12 members.

EL DORADO COUNTY.

E. B. Conklin, Supt.,
Leander Cummings,
C. F. McGlashen,
Cady Staley,
Eugene T. Thurston,
S. A. Penwell,
Mrs. L. M. Penwell.

LOS ANGELES COUNTY.

Mary E. Hoyt.

MARIN COUNTY.

H. C. Kinney.

MARIPOSA COUNTY.

George Brown.

MONTEREY COUNTY.

C. P. Bailey.

NAPA COUNTY.

Rev. Alfred Higby, Supt.,
Presley M. Denny,
Mattie Ritchie,
Louisa Thompson,
Thaddeus L. Smith,
Sarah Boynton,
Bennett Yarnall,
Samantha Bouton,
H. D. Gough,
Nancy V. Amos,
Sarah J. Gilbert,
Miss S. M. Cheney,
Ruth G. Campbell,
Miss Mary J. Frisbee,
Miss Cynthia J. Frisbee,
Miss Maggie Howard,
Miss Mary J. Frisbee,
M. V. Chapman,
Mrs. Mary Hogan.
19 members.

NEVADA COUNTY.

M. S. Deal, Supt.,
Peter McCausland,
J. B. McChesney,
Susie N. Jewett,
J. Agnes McCormick,
Bertrand F. Welch,
Zenas T. Smith,
Elijah Broadbent,
Horace Miller,
Myron B. B. Potter,
Miss Marion Marsh,
J. C. Boynton.
12 members.

PLACER COUNTY.

S. R. Case, Supt.,
Julia M. Andrews,
Mary A. Miller,
John Elliot Benton.

PLUMAS COUNTY.

Mary H. Slavan.

SANTA BARBARA COUNTY.

Mrs. S. A. Olmstead.

SANTA CRUZ COUNTY.

Henry P. Stone, Supt.,
Hampton E. Makinney,
Nellie McDonald,
Robert F. Shurtleff,
J. P. Taylor,
William White,
Mattie Webber.

SAN MATEO COUNTY.

Arthur Rogers,
William C. Crook,
Jennie E. Greer,
H. N. Nutting, Dep. Supt.,
Grace W. Wright,
Mrs. E. Wright,
James P. Kennedy.

SAN JOAQUIN COUNTY.

Melville Cottle, Supt.,
C. T. Elliott,
Ambrose H. Randall,
A. J. Chestnutwood,
Sarah B. Chestnutwood.
Josiah S. Hammond,
Mrs. E. B. True,
Abbie A. Carswell,
Miss Marianna Goodale,
Miss Nannie H. Moore,
Adella Pepper,
Mrs. Fannie A. Grove.
12 members.

SANTA CLARA COUNTY.

John R. Brierly, Supt.,
John Foshay,
Stephen McPherson,
Robert McPherson,
Kate M. Bishop,
James F. Kennedy,
Jane S. Merritt,
Thos. Nicholson,
L. A. Van Schaick,
N. B. Garbrick,
Helen E. DeLameter,
Alfred P. Merritt,
Mary Merritt,
Thos. W. Whitehurst,
O. H. Huntley,
Mrs. E. J. Bassett,
Albert Lyser,

Miss P. Stanton,
C. Morton,
Miss Julia P. Brigham,
Flora A. Bennett,
Miss Lottie E. Ware,
Herman O. Saxe,
Miss R. M. Palmer,
Wm. W. Kennedy,
Freeman Gates,
Mrs. Mary S. Carey,
Chas. Bruce Towle,
Mrs. M. E. Stuart,
Sebastian E. Shaw,
W. M. McKinstry,
Miss F. M. Price,
Lafayette W. Reed,
G. T. Chase,
Jerome H. Hill,
Miss M. E. Darcy,
Miss F. E. Severance,
Miss Nellie J. Hadlock,
Mary F. Metcalf,
Mary E. Perkins,
S. N. Laughlin,
George E. Houghton,
Joseph Emery,
W. C. Hart,
Miss Helen B. Skinner,
Miss Clara B. Skinner,
Miss Mary Youngberg,
Miss Myra Morrell,
Miss Annie J. Hall,
49 members.

SAN DIEGO COUNTY.

Augusta J. Barrett.

221 Teachers from San Francisco, and 120 Normal School pupils.

SACRAMENTO COUNTY.

Dr. F. W. Hatch, Supt.,
Samuel H. Jackman,
E. Rousseau,
H. H. Howe,
A. A. Goddard,
Maggie L. Sprague,
A. W. Kerr,
A. H. McDonald,
Mrs. A. H. McDonald,
Constantine A. Young,
James G. Johnson,
John J. Bartell,
Joseph A. Bissell,
George Smith,
Miss Ednah Peirce,
Alfred Spooner,
Miss Anna Smith,
Anna Hazen,
Julia A. Folger,
J. M. Lyon.
20 members.

SONOMA COUNTY.

C. G. Ames, Supt.,
Percival C. Millette,
Miss M. Sinclair,
N. H. Galusha,
Isaiah Hurlburt, Jr.
C. H. Nickerson,
Margaret A. Corby,
A. S. Hopkins.
8 members.

SOLANO COUNTY.

G. W. Simonton, Supt.,
Julia Atkinson,
Milton Wason,
E. D. Cary,
Sallie S. Stillty,
Agnes McFadden,
William H. Fry,
Cyrus M. Arnold,
Tyre Stice,
Miss Narrie Stark,
Catharine C. Smythe,
Ellen M. Cobane,
William L. Masterson,
A. W. Peck,
Miss Mary E. Royce,
Miss M. E. Klink,
Miss P. A. Frisbee,
Sophia Simonton,
J. W. Bachelder,
N. J. Ashton,
Sarah R. Pearson,
N. B. Klink.
22 members.

SUTTER COUNTY.

Dr. E. B. Dunwell, Supt.,
J. H. Clark.

TUOLUMNE COUNTY.
Charles Johns,
F. O. Barstow.

YOLO COUNTY.
M. A. Woods, Supt.,
John Pendegast,
Henry H. Turner,
S. T. Pendegast.
4 members.

YUBA COUNTY.
Dudley C. Stone,
Wm. N. Granger,
A. J. Farley.

STATE OF NEVADA.
A. N. Fisher, State Supt.,
John A. Collins, County Supt. of Storey County,
John Bagnall.

STATE OF NEW YORK.
David H. Cochran.

Total number in attendance—568.

SECOND DAY.

WEDNESDAY, May 7th, 1867.

The Institute assembled at 2 P.M. to-day, when D. C. Stone, of Marysville, was introduced by the President; after listening to Mr. Stone's address, on "Self Improvement," a class from the Spring Valley Grammar School, under the charge of Mr. Marks, Principal, were introduced, and gave several exercises in Geometry, to show the practicability of teaching that science more generally than was now thought possible: after which a debate on the "Self Reporting System" was had, in which the members generally took part: debate opened by Prof. Knowlton.

EVENING SESSION.

At 8 o'clock, Vice President Denman called the Institute to order, and introduced Rev. C. G. Ames, of Santa Cruz, who delivered an interesting address entitled "The Teacher's Motive."

At the conclusion of the address, the Institute adjourned.

THIRD DAY—FORENOON SESSION.

THURSDAY, May 9th.

The Institute was called to order at 9 o'clock A.M., and Mr. Brierly, of Santa Clara, on behalf of the Committee on General Business, reported the following subjects for discussion: "What is the best method of teaching History in the Common Schools?" "Shall the Institute indorse the use of Clark's Geography in our schools?" "Shall the Institute recommend to the State Board the adoption of Cutter's Physiology as a substitute for Hooker's?" The members discussed the several subjects, but adopted no resolutions relative thereto, and finally adjourned till 2 P.M.

AFTERNOON SESSION.

The Institute met at 2 P.M. The boys of the Lincoln Grammar School assembled in the hall, and sung several songs and choruses.

Mr. Carlton, Principal of the State Normal School, was next introduced, for the purpose of giving an exhibition by the Senior Class of that school of their proficiency in the study of Anatomy and Physiology. The general anatomy of the body was illustrated and described by individual young ladies of the class, with the aid of a manikin.

The President then introduced Mr. Ralph Keeler, of San Francisco, who read an Essay under the title of "The Oldest Scholar."

After a short intermission, Mr. Theodore Bradley, Principal of the Boys' High School, was introduced, and delivered a very instructive and able lecture upon the various duties of teachers, the means of advancement in the profession, etc.

At the conclusion of his address, the Institute adjourned.

EVENING SESSION.

The Institute met this evening at 8 o'clock. A class from the State Normal School, under charge of Prof. Carlton, entertained the members with exercises in Calisthenics and Reading. Prof. Knowlton also gave some select readings.

Superintendent Pelton presented the following resolution, which was unanimously adopted:

Your Committee on National Teachers' Convention for 1867, report in favor of electing a Delegate to attend that Convention to represent the State of California, and we would unanimously recommend our fellow-teacher Bernhard Marks, as a suitable representative of the educational interests of this State.

FOURTH DAY.

FRIDAY, May 10th.

The Institute met at noon to-day to listen to singing by the boys of the Lincoln Grammar School under the charge of Ira G. Hoitt, Principal.

After the exercise in singing was concluded, the President announced as topics of discussion, "The best methods of acquiring the use of the English Language," "The use and abuse of medals in the schools," "The best methods of keeping records of recitations," and "The detention of pupils after school."

A short debate ensued, in which Messrs. Benton, White, Townsend and others took part.

The debate closed, the President introduced Rev. J. E. Benton, who delivered an address on the subject of "Readiness." At the conclusion of the address further discussion on the subject of "Self Reporting" was had. After quite a lengthy discussion *pro* and *con.* a vote was finally taken on the question in the affirmative:

Resolved, That the system of Self-Reporting, as discussed by the Institute, is useful and ought to be adopted.

The affirmative was sustained, the vote standing 54 for, and 52 against it.

Several teachers explained their mode of recording recitations, and the Institute adjourned.

EVENING SESSION.

The Institute was called to order at 8 o'clock, Superintendent Pelton in the Chair. There was a very large attendance of ladies and gentlemen. Miss Watson, of the High School, who possesses a fine soprano voice, sung "The Ingle Side," commencing "It's rare to see the morning breeze," in a superior manner. A duet by the same lady and Miss Mary Caswell, "Come where my Love lies Dreaming," was most charmingly given.

Dr. Henry Gibbons made some remarks on the neglect of the study of the Natural Sciences.

The presiding officer, Mr. Denman, then announced that the report of the Committee on Resolutions was in order.

Mr. Tait, of Oakland, Chairman of the Committee on Resolutions, presented a series of resolutions which he stated had been submitted to the Committee by various members of the Institute. The first resolution was as follows:

Resolved, That the thanks of this Institute be tendered to the following lines of travel, for their courtesy in issuing free return passes to the teachers of the State: The California Steam Navigation Company; the agents of the Petaluma, Napa, Suisun, and San José steamers; the Central Pacific Railroad Company, the Sacramento Valley Railroad Company, the Marysville and Oroville Railroad Company, the Placerville and Folsom Railroad Company, and the San Francisco and San José Railroad Company.

Mr. Brierly, of Santa Clara County, offered an amendment to thank the owners of the San Francisco and San José steamer for free passes both to and from the Institute.

The amendment was accepted, and the resolution unanimously adopted.

Mr. Tait read the following resolution, submitted to the Committee by a teacher from the interior of the State:

Resolved, That our recent visit to the Public Schools of this city has fully realized our previous opinion of their excellence in discipline, methods of instruction and general management. This visit has been made agreeable by the courteous attention shown us by the teachers of the schools attended, and rendered no less profitable by the school exercises witnessed. The efficiency and popularity of these schools confer an enviable distinction on the teachers of San Francisco, and plainly exhibit the liberal and enlightened policy of its Board of Education, and the zeal and fidelity with which its executive officer, Superintendent Pelton, has discharged his official duties.

Unanimously adopted.

Third resolution, submitted to the Committee by a member of the Institute:

Resolved, That the members of this Institute consider Hooker's Physiology a work ill adapted to the wants of the school-room, and respectfully ask the State Board to substitute some other work on the list to be used in the schools of the State.

An amendment was adopted, recommending Cutter's Physiology for Hooker's.

Presented by the Committee:

Resolved, That we entertain a lively appreciation of the liberality and enlightened spirit of our Legislature of 1865, in educational matters, as evinced in the enactment of the Revised School Law of California, and that great and very material benefit has already resulted therefrom to the interests of education in this State.

Resolved, That we rejoice to witness the rapid growth and improvement of our State Normal School, and that its graduates have already supplied various sections of the State with not a few skillful and successful teachers, and that its future enlargement and prosperity deeply concern the cause of education in this State.

Resolved, That whilst as teachers of Public Schools we are mainly interested in the operation, development, and results of the "Free School" system, we yet fail not to recognize the superior advantages of collegiate instruction; and that, regarding the College as a necessary adjunct of every well developed system of education, we sincerely hope the people of this State will, by liberal patronage and generous endowment, sustain and promote the interests of the few Colleges already founded on this Coast.

A member of the Institute then requested leave to submit to the Institute, through the Committee, the following resolution, which was then read by the Chairman of the Committee, Mr. Tait:

WHEREAS, The Teachers of the State at large being assembled in Convention, it is natural that their thoughts should turn to the near approach of another election to fill the highly important and responsible position of State Superintendent:

AND, WHEREAS, It is proper that we should manifest our anxiety for the future educational welfare of our State by expressing our opinion in reference to the filling of an office which so directly concerns the work in which we are engaged: therefore, be it

Resolved, That we look upon the official career of our able and energetic State Superintendent, the Hon. John Swett, with admiration.

That by the greatness of the results he has accomplished, by the wisdom of the measures he has inaugurated, by the conspicuous fairness and impartiality of his dealings with all who have business with the office of Public Instruction, and by the genuine integrity of his character, he reflects honor upon the State which he serves so ably, and is eminently worthy of the continued confidence of the people of this State.

That we ask our fellow-citizens to note the efficient services of their State Superintendent, and that we believe that the highest interests of public education would be best and most surely subserved by his continuance in his present position.

The resolutions were received with applause.

Mr. Gough, of Napa, objected to the resolution on the ground that it gave a political character to the Institute.

Mr. Janes, ex-City Superintendent of San Francisco, made the same objection.

Mr. Knowlton defended the resolution, and said such action was common in State Teachers' Conventions in the older States.

Mr. Bernhard Marks thought teachers had a right to express their preference for a State Superintendent, that the office was not a political one, and that the resolution ought to be passed.

Mr. Tait, on behalf of the Committee, without any vote of the Institute, withdrew the preamble and the last paragraph of the resolution, to free it from any political cast. He said that Mr. Swett needed no indorsement of the kind; the people of the State knew him well and approved his course; that the resolution was the work of over-zealous admirers, and that he might well exclaim, "Save me from my friends."

The resolution, as amended by the Committee, was unanimously adopted.

Mr. Marks here called up Mr. Swett upon the platform, stated that the acts of all public officers ought to be closely *watched* by the people, and that the public school teachers of San Francisco had determined to *watch* him; thereupon presenting Mr. Swett with an elegant Waltham gold watch and chain.

The President, Mr. Denman, then declared the Institute adjourned *sine die*.

[From "Barnard's Journal of Education."]

CALIFORNIA EDUCATIONAL SOCIETY.

THE first Educational Association in the State of California was formed by the teachers of the city of San Francisco, in the year 1852, and reorganized in November, 1853. These social reunions of the pioneer teachers of California, gathered from every part of the Union, were exceedingly interesting and instructive, and during the early history of the free-school enterprise, were the means of accomplishing great good in the cause of education. This association was at first attended by all the teachers of the Schools, but since the organization of the City Normal School in 1859, it consists only of the male teachers.

The first State Educational Convention was held in San Francisco, December 26th, 27th, and 28th, 1854, on the call of Superintendent Hubbs. Addresses were delivered by Col. E. D. Baker, on "*General Education;*" by Dr. Winslow, on "*The Use of the Bible in Common Schools;*" by Rev. S. V. Blakesly, on "*Phonography in School;*" by Mr. Wells, on "*School Management;*" by Mr. Buffington, on "*Education;*" by Mr. S. Day, on "*The Objects of Public Instruction;*" by Mr. J. Swett, on "*Elocution;*" by J. C. Morrill, on "*Unclassified Schools.*" Discussions were had on the subject of the lectures, and on "*Teachers' Institutes,*" "*School Libraries,*" "*The Co-Education of the Sexes,*" "*Physical Exercise,*" &c.

A second State Convention met at Benicia, August 12th, 1856. Essays were read and discussions had on "*The Bible in Public Schools;*" on "*The English Language;*" on "*Thorough Training;*" on "*Corporal Punishment;*" on "*Females as Teachers;*" on "*Moral Ethics in Schools.*"

STATE TEACHERS' INSTITUTE.

The Superintendent of Public Instruction, Hon. A. J. Moulder, in his Annual Reports for 1858 and 1859, had strongly urged the subject upon the attention of the Legislature, and had recommended that the Superintendent should be authorized to hold one or more Institutes each year, and that an appropriation be made to defray the necessary expenses. The Legislature of 1860 accordingly sanctioned the formation of a State Teachers' Institute, and made a

liberal appropriation for its support, and the first "State Educational Convention and Teachers' Institute" was held in 1861 at San Francisco, under the charge of the State Superintendent. The proceedings were published and distributed throughout the State, and did good service in exciting interest and imparting information. The second was held in Sacramento, on the 23d of September, 1862, and continued in session five days. The Superintendent in his report says of it: "The Institute is no longer an experiment. It has more than fulfilled all that the Superintendent claimed for it in his first appeal in its behalf to the Legislature. It has imparted vitality to teachers; it has created an *esprit du corps;* it has stimulated the backward to efforts that may place them on an equality with their more favored associates; it has called public attention to their efforts; it has given them a higher place in public estimation, and, by a natural reaction, it has stimulated and promoted the organization of auxiliary Institutes in most of the important counties of the State." The Legislature of 1862–3 authorized the holding of County Institutes, under the direction of the County Superintendents, and made a grant of $150 to each that should be held.

In February, 1863, the Superintendent, Hon. John Swett, issued a circular calling the third meeting of the State Teachers' Institute. In this circular the Superintendent distinctly proposed the organization of a State Society, that should recognize and inaugurate a "*Profession of Teachers*," and he set forth at length and in an able manner the reasons which made such action desirable. He says:

Why should not the pioneer teachers of this State, in the next Institute, take similar measures of self-organization, self-recognition, and self-examination, and raise themselves above the humiliating necessity of submitting to an examination by members of other professions, or of no professions at all? A "State Educational Society" could be organized by those who shall pass the next examination by the State Board, those who hold diplomas of graduation from Normal Schools, and the Professors in the various Colleges and Collegiate Schools of the State. This society could become legally incorporated at the next session of the Legislature, and other members could be admitted from time to time, by passing a regular examination and receiving diplomas. Such certificates would soon be gladly recognized by unprofessional examiners (many of whom, though men of education, feel that they are not duly qualified to sit in judgment on the competency of teachers for their peculiar work) as the best possible assurance of fitness to teach. And teachers may rest assured that legislative enactments would soon follow, making such diplomas *prima facie* evidence of ability to teach in any part of the State without further examination.

A "State Society" would unite the teachers of our State in the bonds of fraternal

sympathy; a certificate of membership would entitle the holder to the aid of members in all parts of the State; it would be a passport of employment when he should change his residence; it would entitle him to the substantial benefits of an honorable reception among all teachers; and a small annual membership fee would soon constitute a fund for the establishment of a "Teachers' Journal" as the organ of the society.

The Institute met in San Francisco, on the 4th of May, and continued in session until the 9th. This was one of the largest and most enthusiastic educational meetings ever assembled in the United States. Four hundred and sixty-three registered members were present, and the daily sessions were attended by hundreds of others interested in public schools. A course of free public evening lectures were delivered before the Institute by the following lecturers: By Prof. G. W. Minns, on "*Physical Geography;*" by Prof. Whitney, State Geologist, on "*The Character of Alexander Humboldt;*" by Rev. T. Starr King, on "*The Bigelow Papers;*" and by Hon. John Swett, on "*The Relation of the State to Public Schools.*" Lectures, essays, and addresses were read during the day sessions by the following gentlemen: By Prof. S. I. C. Swezey, on "*Normal Schools*" and "*English Composition;*" by Rev. S. H. Willey, on "*The Educational Position and Relations of the College;*" by Theodore Bradley, on "*School Discipline;*" by H. P. Carlton, on "*Object Teaching;*" by D. C. Stone, on "*Grammar;*" by Rev. J. E. Benton, on "*Education;*" by Bernhard Marks, on "*Waste in the School-room;*" by Dr. F. W. Hatch, on "*The Need of Good Teachers;*" by J. S. Hittell, on "*Defects in Teaching;*" by John Swett, on "*Common Sense in Teaching;*" by Hubert Burgess, on "*Linear Drawing;*" and by Ahira Holmes, on "*The State Normal School.*" The result was highly satisfactory. Aside from all the incidental labors and benefits of the Institute, five substantial facts remained as monuments: *First*, The establishment of an educational journal, "*The California Teacher;*" *Second*, The adoption of a uniform State series of text-books; *Third*, Action on the question of a State tax for the support of public schools; *Fourth*, A system of State diplomas and certificates; and *fifth*, The organization of a State Educational Society. The proceedings of the Institute were published in a pamphlet of 166 pages, and an edition of two thousand four hundred copies was distributed among the various school officers of the State. So thoroughly had the work before this Institute been accomplished, that it was deemed unneces-

sary and inadvisable to call another in the following year, and no appropriation was asked for that object.

The fourth State Institute was held at San Francisco on the 19th of September, 1865. Addresses were delivered by the Rev. John E. Benton, on "*The State and the School;*" by Superintendent Swett, on "*The School Law;*" by Charles R. Clarke, on "*Geography of California;*" by Prof. Kellogg, on "*A Practical Education;*" by E. Knowlton, on "*Physical Training;*" by H. P. Carlton, on "*Physiology;*" by Dr. W. Ayer, on "*Force;*" by B. Marks, on "*European and American Systems of Education;*" by Prof. S. H. Willey, on "*Moral Training;*" by R. Keeler, on "*Modern Languages in Public Schools;*" by Dr. Lucky, on "*Education.*" Discussions were had on these topics, and on "*School Libraries,*" "*Ungraded Schools,*" and "*Teachers' Life Diplomas.*"

These State Institutes have had an average attendance of over 300 teachers, and during the sessions, examinations have been held by a State Board of Examiners, and since 1863 to 1865, 44 State diplomas, 45 first grade certificates, 32 second grade, and 50 third grade certificates have been granted.

CALIFORNIA EDUCATIONAL SOCIETY.

One of the results of the Institute was the formation of the CALIFORNIA EDUCATIONAL SOCIETY, in accordance with the principles set forth in the circular of the Superintendent. The subject was referred to a committee, who through its chairman, Theodore Bradley, of San Francisco, made a preliminary report, which resulted in the appointment of a meeting to be held May 9th, 1863. All gentlemen who favored the organization of a professional society of teachers were invited to be present. This meeting was held in San Francisco, and was adjourned from week to week, for discussions of the various points that arose in preparing a constitution for the proposed society. On the 6th of June, the society was finally organized by the adoption of the following preamble and constitution, and by the election of officers:

We, as Teachers of California, in order to further the educational interests of the State, to give efficiency to our school system, to furnish a practical basis for united action among the devoted to the cause in which we are engaged, and, for those purposes, to elevate the office of teacher to its true rank among the professions, do hereby adopt the following

CONSTITUTION.

1. This organization shall be known as the "*California Educational Society.*"

2. The qualification of members shall be: a good moral character; three years' successful experience, *one* of which must have been in this State; and ability to pass a thorough examination in Reading, Spelling, Penmanship, Drawing, Object Teaching, Geography, Grammar, History, Arithmetic, Algebra, Physiology, and Natural Philosophy.

3. This society shall consist of male members only.

4. All male graduates of State Normal Schools in the United States, who have taught three years previous to their application for admission to this society, and who are residents of this State, and all male holders of State Educational Diplomas, as provided by the laws of California, shall be eligible to membership upon the recommendation of the Examining Committee.

5. Each member, upon his election, shall sign this Constitution, and pay into the treasury the sum of ten dollars.

6. Honorary membership may be conferred upon any gentleman eminent for literary attainments, or for successful service in the cause of popular education, upon the recommendation of the Examining Committee, and a two-thirds vote of the members present at any regular meeting.

7. Any member may be expelled for unprofessional conduct by a two-thirds vote of members present at any regular meeting; *provided*, that a copy of the charges be deposited with the Recording Secretary at least four weeks before the meeting at which the charges are acted upon, and immediate notice thereof be given to the accused.

8. The officers of this society shall be a President, two Vice-Presidents, a Corresponding Secretary, a Recording Secretary, and a Treasurer, who shall be elected by ballot at a regular annual meeting, and shall hold their offices for one year, or until their successors be chosen.

9. The duties of the President, Vice-Presidents, Recording Secretary, and Treasurer, shall be the same as those usually devolving upon such officers. The duty of the Corresponding Secretary shall be to conduct the correspondence of the society under the direction of the Executive Committee.

10. There shall be an Executive Committee, which shall be composed of the officers of the current year, together with five other members of the society, to be elected at each annual meeting, and to hold their offices for one year.

11. There shall be an Examining Committee of three members, who shall be elected out of six members nominated for that purpose by the Executive Committee: the three nominees having the highest number of votes to be considered elected.

12. It shall be the duty of the Executive Committee to manage the general business of the society, to examine the accounts of the treasurer, and audit all claims upon the treasury. It shall be the duty of the Examining Committee to inquire into and determine upon the qualification of candidates for membership, and to report to the society at its next regular meeting.

13. All voting upon admission to this society, or upon matters pertaining to the provisions of this Constitution, shall be by ballot.

14. A two-thirds vote of members present at any regular meeting shall be sufficient to elect a candidate proposed by the Examining Committee.

15. Members may vote either in person or proxy; *provided*, that the proxy be made known in writing to the Recording Secretary.

16. There shall be a regular annual meeting of the society on the third Saturday of May in each year, in the city of San Francisco, or at such other time and place as may be appointed by the President with the consent of the Executive Committee; but in case a quorum be not present at that time, the officers shall hold over another year, or until their successors shall be chosen.

17. There shall be a meeting of the society at least once in three months, for the purpose of promoting the interests of education in all its departments. The exercises at these meetings may be determined by the President in conjunction with the Executive Committee.

18. No political or sectarian discussion shall be allowed in the meetings of this society.

19. Assessments may be made from time to time at any regular meeting by a two-thirds vote of members present.

20. Every member of this society shall be entitled to a diploma in such form as the Executive Committee shall decide upon, and under the official seal and signature of the society; but no diplomas shall be issued to honorary members.

21. After the close of the second annual meeting of this society, this Constitution shall not be altered or amended, except by a vote of three-fourths of the members present at an annual meeting, and after one month's previous notice in the *California Teacher*, or some other suitable medium.

OFFICERS.

Officers were elected as follows: John Swett, *President*. T. S. Myrick and D. C. Stone, *Vice-Presidents*. T. C. Leonard, *Corresponding Secretary*. Bernhard Marks, *Recording Secretary*. J. C. Pelton, *Treasurer*. The officers of the society and Messrs. S. I. C. Swezey, James Stratton, A. E. McGlynn, S. A. White, and A. H. Goodrich, *Executive Committee*. Messrs. John Swett, George Tait, and T. C. Leonard, *Examining Committee*.

Superintendent Swett, in his report for 1863, thus concludes his notice of it: "The society already numbers thirty members. It is intended to make it strictly a *professional society* by admitting to membership only teachers of approved ability, scholarship, and experience. Its object is to make the *occupation* of teaching a *profession;* to discountenance quacks and empirics; and to make the influence of the teachers of the State felt as an organized body. When it shall have gained strength by numbers, it will ask of the Legislature that its professional diplomas shall be considered as licenses to teach in any part of the State without further examination. It stands as the first professional society organized on such a basis in the United States."

Department of Public Instruction.

DISTRICT SCHOOL ELECTIONS.

The Annual District Elections for electing School Trustees, will be held on the last Saturday (29th day) of June. The question has been submitted to the Department of Instruction, as to whether the coming school elections should be conducted in accordance with sections 35, 36, 38 and 39 of the Revised School Law, or should be governed by the "Registry Act." It is the opinion of the State Superintendent, which opinion is sustained by some of the ablest lawyers in the State, that the school elections are not subject to the provisions of the "Registry Act;" but that they must be held as heretofore, under the simpler provisions of the Revised School Law.

The Registry Act was passed March 19th, 1866; the Revised School Law was passed March 24th, five days after the former Act, and it provides, (Sec. 122) that "*all Acts and parts of Acts, whether general or special, so far as they are inconsistent with the provisions of this Act, are hereby repealed.*" If, therefore, there be any provisions relating to elections, in the "Registry Act," inconsistent with the provisions of sections 35, 36, 38 and 39 of the Revised School Law, the latter Act must be held to govern.

Are any of the provisions of the two Acts "inconsistent," and if so, what are they?

Under the Registry Act, the Board of Supervisors of the County are required to establish "election districts" and "election precincts," and to appoint election officers. These election districts and precincts have been established without any reference to the boundaries of school districts.

Now, in each election "precinct," in many cases, there are four, or five, or more school districts, and the school elections are to be

held in those several school districts on the same day; how is it "practicable" or possible for one board of election officers to hold four, or five, or more elections on the same day, in four, or five, or more places; or how is it practicable for the citizens of these several school districts to travel five or ten miles, vote at one election precinct and elect four, or five, or more sets of School Trustees? Again, as the boundaries of the general election precincts have not been established with any reference to school district boundaries, which are subject to constant changes to suit the convenience of the people, one portion of a school district will be found in one election precinct, and the other part in another precinct.

It is evident, that whether or not the Registry Act was intended to be applied to School Elections, no provision whatever was made for such application.

The Revised School Law (Sec. 35) provides, that the "Trustees shall appoint the Inspector and Judges of Election," and that the election in each school district "shall be held at the school-house;" thus making each school district an election precinct, for the purposes of school elections.

Can there be any doubt that on these points the Registry Act is inconsistent with the Revised School Law, and that the latter Act governs?

The next question which arises, is, who are qualified to vote at school elections, and what test shall be applied in challenging? Section third of the Revised School Law, reads as follows:

All elections shall be held by ballot; and the Trustees shall have power to determine the hours during which the ballot box shall be kept open, having given due notice thereof in the posted notice of election. Every elector legally qualified to vote at any general election, having been a resident of the school district thirty days next previous to the time of such district election, shall be entitled to vote. Any person offering to vote may be challenged by any legally qualified elector of the district, and the Judge of Election shall thereon administer to the person challenged an oath, in substance as follows: "You do swear [or affirm] that you are a citizen of the United States; that you are twenty-one years of age, according to the best of your information and belief; that you have resided in this State six months next preceding this election, and in this school district thirty days, and that you have not before voted this day.

On the thirty-first of March, seven days subsequent to the passage

of the Revised School Law, the Legislature passed "An Act supplementary to and amendatory of the various Acts regulating Elections, and to repeal certain laws on the subject."

Section 4 of this Act reads as follows:

Whenever any person presents himself at the polls and offers to vote at any election authorized by law, the Clerk of Election, or one of the Judges, shall pronounce his name in an audible voice, so that it may be distinctly heard by the other Judges and the Clerks present; and if his name be found enrolled on the Poll List, and if his vote be not rejected or objection made and proofs taken for one or more of the causes prescribed in section 29 of the Registry Act, shall receive his ballot, and in the presence of the other Judges put the same, without being opened or examined, into the ballot box.

Does this section repeal the provisions of section 35 of the Revised School Law? The repealing section of this Act of March thirty-first specifies certain Acts to be repealed, among which the Revised School Law is not included. It contains no general repealing clause of all Acts in conflict with it. This Act evidently was not intended to apply to the school elections, otherwise it would have repealed by special mention the Revised School Law.

The election officers referred to in section 4 are the regular election officers appointed by the Supervisors for conducting general elections, and not the special officers of school elections appointed by trustees.

It would be impossible for the officers of school elections to make out poll lists on the 29th of June, for they are not authorized to act as Boards of Registration, and the poll lists of the general election at that time will be either incomplete or not in existence at all.

The State Superintendent is of the opinion that this Amendatory Act of March thirty-first was not intended to apply to the school elections, and therefore does not supersede the provisions of section 35 of the Revised School Law.

The Registry Act evidently contains no provisions applicable to school elections. At the time the State Superintendent was engaged in revising the School Law, the Registry Act had not been passed. On reaching the sections relating to school elections, he called a meeting of the Senate Committee on Education, and asked for instructions, calling their attention to the Registry Act. The Committee were of the opinion that the Registry Act could not well be made applicable to school elections, and instructed the

Superintendent to incorporate the election provisions of the old School Law. It is evident to those who are conversant with school elections in country districts that it is wholly unnecessary to apply to them the entire machinery of the general election laws. There are nine hundred school districts in the State, and the school elections have always been held without any expense whatever. Not one-tenth of the qualified voters in those districts ever turn out at school elections for trustees. Generally in the rural districts, five or ten citizens meet at the school-house, persuade some one of their number to accept the office, and go through the form of casting their ballots.

Is it either desirable, or necessary, that for such a purpose the whole machinery of a general election should be put into operation?

Even under the simple and easy manner of holding elections provided in the School Law, in at least half the districts in the State no election is held, the people preferring to allow the County Superintendent to appoint.

Hedge about these school meetings with the provisions of the General Election Law, and not a single school election would be held in the State.

In most of the other States, the school elections, or meetings, are held as distinct in their character from all other elections. For instance, in Kansas women are allowed to vote at school elections, and to hold the office of School Trustee. In several of the Western States the right of voting at school elections is limited to property owners and tax payers. These school meetings, though called under the general name of "elections," are not held to be "elections" in a constitutional sense.

In the coming school elections to be held on the 29th of June, the State Superintendent is of the opinion that trustees will be guided by the specific provisions of sections 35, 36, 38 and 39 of the Revised School Law.

Those sections are as follows:

SEC. 35. An annual school meeting for the election of School Trustees shall be held in each district on the last Saturday in June of each year, at the district school house, if there be one, and if there be none, at a place to be designated by the Board of Trustees. The Trustees shall post written or printed notices thereof, specifying the day, time, and place of meeting, in at least three public places in the district, one of which shall be the school-house,

at least five days previous to the time of meeting. If the Trustees fail to give notice thereof, as required, then any citizen of the district may give it; but no such meeting shall be illegal for want of due notice. All elections shall be held by ballot; and the Trustees shall have power to determine the hours during which the ballot box shall be kept open, having given due notice thereof in the posted notice of election. Every elector legally qualified to vote at any general election, having been a resident of the school district thirty days next previous to the time of such district election, shall be entitled to vote. Any person offering to vote may be challenged by any legally qualified elector of the district, and the Judge of Election shall thereon administer to the person challenged an oath in substance as follows: "You do swear [or affirm] that you are a citizen of the United States; that you are twenty-one years of age, according to the best of your information and belief; that you have resided in this State six months next preceding this election, and in this school district thirty days, and that you have not before voted this day." If he shall refuse to take the oath, his vote shall be rejected; and any person guilty of illegally voting shall be punished as provided in the general election law of this State. The Trustees shall appoint the Inspector and Judges of Election; and in case none are so appointed, or if they are not present at the time for opening the polls, then the electors present may appoint the officers of election. A poll and tally list shall be kept, which shall be returned to the Clerk of the Board of Trustees; and with the exceptions mentioned in this section, the election shall be conducted, as far as practicable, in the form and manner of the general election. Any one of the old Trustees shall have power to administer to any Trustee elect the oath of office; and the Clerk of the Election shall issue his certificate of election to any Trustee elect, who shall forward it, with the oath attached or indorsed thereon, to the County Superintendent of Public Schools.

SEC. 36. In all organized districts in which elections have been previously held, one Trustee shall be elected for the term of three years, and if there are vacancies to be filled, a sufficient number to fill them for the unexpired terms; and the ballots shall specify the respective terms for which each Trustee is to be elected. In new districts, acting under Trustees appointed by the County Superintendent, three Trustees shall be elected, for one, two, and three years respectively. Trustees elect shall take office on the first Saturday in July next after their election, and shall hold office until their successors are elected and qualified, or appointed by the County Superintendent and qualified. The term of office of any Trustee whose term would otherwise expire in September of any year, shall expire on the first Saturday in July of the same year. Any Trustee elect who shall fail to qualify within ten days after the term of office commences shall forfeit all right to the office, and the County Superintendent shall appoint to fill the vacancy.

SEC. 38. No district school meeting, annual or special, shall be organized before nine o'clock A. M., or closed before 12 o'clock M., or kept open less than one hour; and in all districts in which the number of children between five and fifteen years of age equals or exceeds three hundred, the polls shall be kept open from eight o'clock A.M., until sunset.

SEC. 39. Each Board of Trustees shall, within ten days after the annual election, meet at the school-house, or if that be impracticable, at some other convenient place designated by the District Clerk, and proceed to elect one of their number Clerk of the Board, who shall be known and referred to as "District Clerk," and it shall be his duty to record all proceedings of the Board in a suitable record book, to record in the same book the proceedings of the annual school meetings, or of special school meetings, and to keep an accurate and detailed account of all receipts and expenditures of school moneys. At each annual school meeting the District Clerk shall present his record book for public inspection, and if required, shall make a statement of the financial condition of the district and of the action of the Trustees.

LIST OF TEACHERS HOLDING STATE CERTIFICATES.

STATE LIFE DIPLOMAS.

Austin, Miss Minnie F.
Bradley, Theodore
Brown, Geo.
Bunnell, Geo. W.
Bodwell, Miss Mary L.
Carlton, Henry P.
Clark, Miss H. M.
Cummings, C. C.
Denman, James
Holmes, Ellis H.
Holmes, Abira
Holbrook, T. W. J.
Hoitt, Ira G.
Houghton, Miss E. W.
Knowlton, Ebenezer
Leonard, Thos. C.
Littlefield, Joseph D.
Lynch, Miss Frances
Mack, Geo. C.
Marriner, R. K.
Marks, Bernhard
Minns, Geo. W.
Myrick, Thos. S.
Nutting, H. N.
Pelton, John C.
Rowell, W. K.
Sibley, J. M.
Simonton, Geo. W.
Stone, D. C.
Stratton, James
Swett, Mrs. Mary L.
Tait, George
Taylor, Robert

Total, 33.

STATE EDUCATIONAL DIPLOMAS—VALID FOR SIX YEARS.

Anderson, J. W.
Allen, Lorenzo D.
Allen, R. H.
Ames, Chas. G.
Atwood, Mrs. C. L.
Abbot, Warren
Barker, Thos. C.
Bailey, Mrs. C. P.
Batchelor, Edward P.
Bagnall, John
Bailey, C. P.
Beales, Mrs. C. R.
Bissell, Joseph A.
Brown, F. R.
Bradshaw, W. R.
Bunnell, Mrs. Geo. W.
Burt, Mrs. E. C.
Campbell, Fred. M.
Casebolt, Mary A.
Clapp, Mrs. Louisa D.
Clark, Mrs. Dorcas
Clark, Mary E.
Cottle, Melville
Desty, Robert
Deal, M. S.
Dubois, Mrs. Annie E.

STATE EDUCATIONAL DIPLOMAS—*continued.*

Eaton, Emily F.
Flood, Noah F.
Gatch, S. M.
Gates, Freeman
Gough, Harrison D.
Granger, Wm. N.
Higbie, Alfred
Hoitt, Mrs. Ira G.
Hunt, Carrie L.
Howe, H. H.
Josselyn, Joseph W.
Kennedy, Miss Kate
Kellogg, Prof. Martin
Lippitt, E. S.
Loomis, Miss Amanda
Leucky, Prof. W. T.
Mann, Azro L.
Makinney, H. E.
McBride, Henry E.
McFadden, Miss Agnes
McKenzie, Miss Maggie
Morris, Geo. F.
Morse, Augustus, Jr.
Morrill, J. C.
Nicholson, Thomas
Nelson, Mrs. C. H.
Nye, Stephen G.
Prior, Phillip
Penwell, S. A.
Prescott, Miss D. S.
Randall, Ambrose H.
Reed, Lafayette W.
Rousseau, E.
Schellhous, E. J.
Sanders, W. A.
Smith, Miss Annie
Stone, Thomas N.
Stone, H. P.
Stone, Mrs. B. H.
Smith, W. A. C.
Smith, Sparrow
Steel, Thos. H.
Stout, Mrs. C. H.
Stincen, Mary A.
Swezey, Sam'l I. C.
Swett, John
Sumner, J. H.
Townsend, Dennis
Templeton, M. L.
Thurston, Mr. E. T.
Upham, Isaac
Winn, A. T.
White, Silas A.
Willard, Miss H. A.
Wilkinson, Warring
Walker, Chas. H.

Total, 82.

FIRST GRADE STATE CERTIFICATES—VALID FOR FOUR YEARS.

Andrews, Julia M.
Ayer, Isaac
Barnes, Mary
Brigham, Julia P.
Burrowes, Caroline F.
Broadbent, E.
Baldridge, Miss D. S.
Carey, Miss Susie
Comstock, Miss Bertha
Chalmers, Miss Anna B.
Clark, Miss Sarah H.
Cummings, Miss Clara A.
Crowhurst, William
Davidson, R. P.
Davis, Miss Sadie
Evans, Miss Ellen A.
Field, Miss Carrie P.
Fink, Miss P. Augusta
Fernald, Miss Louisa O.
Garbrick, N. B.
Gay, Milus
Gillespie, E. J.
Gray, John C.
Gregory, Miss Susan F.
Harris, Miss Mary R.
Hart, Miss Mary Theresa
Hale, William, Jr.
Humphrey, Ervin L.
Holden, W. W.
Hoyt, Mary E.
Huntley, O. H.
Huntington, Mrs. E. N.
Hubbard, Minnie E.
Hopkins, A. S.
Houghton, Geo. E.
Jackman, L. H.

FIRST GRADE STATE CERTIFICATES—*continued.*

Joy, Mary E.
Johnson, J. G.
Jewett, Annie S.
Jewett, Lizzie B.
Jewett, Susie N.
Keeler, Ralph
Kennedy, W. W.
Kennedy, J. F.
Kerr, A. W.
Kennedy, Annie E.
Kirkpatrick, J. M.
La Grange, O. H.
Ledlie, Miss Mary J.
Louttit, J. Alex.
McDonald, A. H.
McFadden, W. W.
Morse, Le Grand
Moulton, Proctor
Miller, Horace
Millette, P. C.
Morgan, Miss Mary J.
Moore, John A.
Olinger, Abner F.
O'Neill, O. H.
Peck, A. W.
Pierson, D. C.
Pierson, Miss Sarah R.
Rackliffe, Levi
Ralph, M. A.
Rose, T. H.
Sanders, Mary E.
Satterlee, Miss Helen
Schoup, T. V.
Stevens, S. C.
Shearer, S. M.
Smith, Mrs. Arpha A.
Smith, P.
Shearer, Sextus, Jr.
Stincen, Alice M.
Templeton, Laura S.
Van Schaick, L. H.
Wallace, Mrs. L. W. Derby
Warren, C. G.
Watson, B. J.
Williamson, Mrs. E. A.

Total, 81.

SECOND GRADE STATE CERTIFICATES—VALID FOR TWO YEARS.

Ashbrook, M. V.
Baldridge, Miss S. D.
Ball, Miss Mary
Barker, Miss Sarah K.
Baker, M. C.
Bannister, Miss M. E.
Boynton, Geo. F.
Bowen, Miss Clara C.
Bragg, Miss Mary J.
Braly, Mrs. Mattie J.
Batchelder, H. T.
Burke, Miss Ella R.
Burke, Miss Evelyn E.
Campbell, Miss Amy T.
Campbell, Cornelia A.
Carswell, Miss Abby A.
Cameron, Miss Augusta A.
Chase, Miss Carrie M.
Crocker, Miss L. H.
Davies, Mrs. Melvina
Doud, Miss Nettie
Elmore, Mrs. H. M.
Estabrook, Miss Mary H.
Flint, Miss Almira T.
Flood, Mrs. C. F. S.
Frissell, Miss Sarah E.
Fry, William H.
Garrison, Miss Gazina
Greer, Miss Jane E.
Gregory, Sophia P.
Gummer, Miss Lillie A.
Gibbons, Anna
Hancock, Geo. H.
Hall, Miss Mary E.
Holmes, Miss Annie M.
Jenner, Chas. K.
Jenner, Miss C. R.
Jordon, Maggie L.
Jourden, Annie M.
Kincaid, Mrs. Mary W.
Ludlum, Mrs. Evlyn Mosse
Lewis, Miss Cloelia M.
Lynde, Mrs. M. A.
Lyser, Albert
Littlefield, Nellie A.
Metcalf, Miss Mary F.

SECOND GRADE STATE CERTIFICATES—*continued.*

Merry, D. B.
Miller, Miss Sarah E.
Morgan, Miss Lizzie A.
Morgan, Florence A.
Murphy, Miss Mary
Mergerlee, L. J.
Moulthrop, Miss Mary S.
Mills, Sophronia
McGlashen, C. F.
Nichols, Miss F. A. E.
Oak, Henry L.
O'Connor, Miss Maria E.
O'Connor, Joseph
Oliver, Miss Sarah J. K.
Pascoe, Miss Mary
Palmer, Miss Phœbe
Perkins, Mary
Piper, Miss Frances B.
Powell, Geo. E.
Peirce, Miss Ednah
Rodgers, Arthur
Royce, Miss Mary E.
Royce, Mrs. S. E.
Sheldon, Miss Jennie
Soule, Miss Maria L.
Soule, Fanny
Stone, Miss Carrie O.
Taylor, Miss Valeria M.
Tracy, Thos. G.
Trowbridge, Nelson S.
Varney, Mrs. Elizabeth
Wells, Mrs. Laura H.
White, Miss Elizabeth
Williams, Miss S. A.
Wright, Miss Ada E.
Yeckley, R. D. H.
Youngberg, Mary

Total, 82.

REPORT OF STATE NORMAL SCHOOL—For the four weeks ending April 26th 1867:

Whole number enrolled	113
Whole number of females	101
Whole number of males	12
Average number belonging	104
Average daily attendance	98
Per centage of attendance	94
Number left (six of which to teach)	13
Number in Senior Class	39
Number in Junior Class	33
Number in Sub-Junior Class	41
Number of counties represented	24

REPORT OF TRAINING SCHOOL.—The following is the report for the four weeks ending May 10th:

Number of boys	82
Number of girls	136
Total	218
Average number belonging	196
Average daily attendance	183
Per centage of attendance	94

Resident Editors' Department.

REVOKING STATE CERTIFICATES.—Section 87 of the Revised School Law reads as follows:

The State Board of Examination shall have power to revoke, for immoral or unprofessional conduct, or habitual profanity, intemperance, cruelty, or evident unfitness for the profession of teaching, any diploma or certificate granted by it, and to renew all State certificates at the expiration of the time for which they were granted.

As the action of this Board has been recently called in question in several cases, we feel called upon in defense to specify the cases, and the reasons for the action of the Board.

Mr. Leander Cummings, of El Dorado County, was the holder of a third grade State Certificate, which expired on the 8th of May, 1867. He applied to the State Board during the recent State Institute for a renewal of the same, for one year. E. B. Conklin, County Superintendent of El Dorado County, objected to a renewal, on the ground that Mr. Cummings was not a competent teacher, and that he did not sustain a good moral character, but adduced no testimony against Mr. Cummings except verbal "rumors," and his own opinion. Mr. Cummings presented before the State Board letters from the two Boards of Trustees of the School Districts in which he had last taught, signed by every member of each Board, certifying to his success as a teacher, and to his good moral character. He also introduced the testimony of two ex-County Superintendents, of the same county, S. A. Penwell and M. A. Lynde, to the effect that he sustained a good reputation as a man and a teacher.

In the opinion of every member of the State Board, the evidence was conclusive; and accordingly, the certificate of Mr. Cummings was renewed for one year.

It is the duty of the State Board to decide such cases on *evidence*, and the members intend to be guided by the rules of evidence.

We understand that during the recent session of the Institute, the County Superintendent of Contra Costa County, Rev. H. K. Avery, in conversations with other County Superintendents, and with teachers, charged the State Board, and the State Superintendent in particular, with a disregard of official duty in declining to revoke the State Diploma of a teacher formerly engaged in teaching in that county. Had this complaint ever been made to the State Board, or privately to a few individuals, we should not have felt called upon to notice it; but when made semi-officially to County Superintendents, and others, during the sessions of an Institute, the State Superintendent feels called upon to defend himself and the Board, publicly, through the columns of the TEACHER, from an unjust imputation.

The facts in the case are these:

During the course of a conversation, nearly two years ago, the County Superintendent of Contra Costa County mentioned to the State Superintendent that he was not satisfied with the conduct of a certain teacher in that county—whose name we will not mention; that he was informed the teacher was in the habit of playing billiards and cards.

Mr. Avery preferred no formal charges; would give no written statement of facts; could introduce no letters or testimony of any kind, as evidence against the teacher whose Certificate he thought should be revoked.

The State Superintendent did not submit the case to the Board, for there was no case to submit.

When county officials bring serious charges affecting the reputation of teachers, they are expected to have manliness enough to put them in writing, and to adduce some evidence. The semi-official position of a teacher subjects him to the closest scrutiny, and not unfrequently to insinuations and slanders which float around the community, injuring his reputation and usefulness; and yet they are only idle rumors, the authorship of which nobody will dare to own.

The State Board is not in the habit of revoking Certificates without testimony and without giving teachers a hearing in self-defense. Whenever County Superintendents, or County Boards of Examination, will submit any testimony, other than idle rumor, against the character of a teacher, the State Board will receive it, and act upon it according to the rules of testimony.

But the State Superintendent does not mean that personal spite, or narrow-minded notions, or slanderous reports, or idle rumors, or whispered charges of "infidelity," or anything of the kind, shall be made the occasion for revoking the Certificates of teachers.

Before the State Board, at least, they shall have the right of an impartial hearing. The law does not authorize the State Board, or any County Board, or any County Superintendent, to ask whether a teacher be Jew or Gentile, Catholic or Protestant, Orthodox or Heterodox, Methodist, Unitarian, Presbyterian or Episcopalian. Before the State Board, no question has ever been asked concerning either the religious or political opinions of an applicant for a State Certificate. The only two points to be determined by that Board are good scholarship and good character.

The State Superintendent recently received a letter from an ex-County Superintendent, complaining that a young lady who was educated at a Catholic school had received a State Certificate, and gravely asking, "If a Catholic could be allowed to teach in our public schools?" The answer was, that the School Law did not authorize Boards of Examination to make any inquiries whatever as to religious opinions.

The time has passed when men or women are to be proscribed on account of religious opinions. Bigots and sectarians may still characterize all who differ from their own particular church creeds as "infidels," but they must not attempt to carry this illiberality into our public schools, nor to exclude teachers from the profession on account of liberal opinions. The spirit of the age is against it.

During the past four years, no evidence has been put before the State Board

to show that any holder of a State Certificate, out of the three hundred Certificates issued, has been guilty of "immoral conduct," or "habitual profanity, or intemperance."

Slanders against teachers and school officers may be whispered from mouth to mouth, and ear to ear, and circulated in "private letters" by those who are too cowardly to speak openly; but the State Board of Examination never will be made a Star Chamber, where, without a chance for self-defense, a teacher shall be condemned on testimony that nobody dares to give in open court. The reputation of a teacher is dearer to him than life; and the State Superintendent does not intend that any one shall be deprived of it without a full hearing in open court, and unless the evidence is sufficient to convict.

"INFIDELS."—We understand that a certain County Superintendent from the interior, went away from the State Institute in high dudgeon, charging that the State Superintendent invited nobody to lecture but "infidels and atheists." What will the lecturers say to this? Who are the "infidels?" who are the "atheists?" Rev. John E. Benton, one of the lecturers, is a Congregational clergyman; Rev. Charles G. Ames was formerly a free-will Baptist minister, and is a "liberal Christian," independent of any denomination; Bernhard Marks is of Jewish descent; William White is a member of a Presbyterian Church; D. C. Stone, we believe, is a Presbyterian; Prof. Knowlton is a member of Dr. Scudder's Church; the opinions of Mr. Bradley we do not know; the State Superintendent, who invited himself to speak, is a member of the Unitarian Church; and what the religious belief of Mr. Keeler is, we do not know. Who were the "infidels?"

JOHN BAGNALL.—Our well known contributor John Bagnall, who came over from the State of Nevada to attend the State Institute, has been visiting us the past week. He has been successfully engaged in teaching in Nevada for two years past, but likes California so much better that he has made up his mind to stay with us. Mr. Bagnall has the misfortune to be crippled, so that he can only walk by the aid of crutches; but he has a great soul, a well cultivated mind, and enthusiasm enough for a dozen ordinary teachers. If any of our country friends desire to secure one of the best teachers in the State, they will please inform us by letter.

TAKES A HOLIDAY.—Our well known contributor, Mr. Bernhard Marks, Principal of the Spring Valley Grammar School, accompanied by his family, goes East by the steamer of the 1st of June, on a six months' leave of absence, for the purpose of seeing his friends, visiting schools, and attending the National Teachers' Convention, and various State Associations. The TEACHER will miss him sadly, the city schools will miss him, and everybody will wish him a pleasant trip and a quick return to California. We commend Mr. Marks to the courtesies of all our educational friends in the East, for they will be the gainers by a personal acquaintance with a representative teacher from the Occident.

MONTHLY REPORT OF CITY SCHOOLS.

Month ending—	No. Boys enrolled on Register.	No. Girls enrolled on Register.	Total No. enrolled.	Average No. belonging.	Average daily attendance.	Per centage of attendance on average number belonging.	RECORD OF VISITS.			
							No of visits to parents made by Teachers.	No. visits made by School Directors.	No. visits made by Superintendent.	No. school visits made by other persons.
Feb. 8, 1867.....	6639	5737	12376	11026.9	10261.6	93.0	934	281	119	1215
March 8, 1867....	6562	5643	12205	11105.8	10227.8	92.0	823	229	138	1045
April 12, 1867....	6629	5733	12362	11267.2	10660.1	94.6	408	196	129	1245

State Teachers' Institute.—The attendance of teachers at the Institute was unusually large, numbering in all 569 members enrolled. The counties of San Diego, Los Angeles and Santa Barbara, were represented for the first time in a State Institute. Santa Clara, next to San Francisco, sent the largest delegation, 49 members; while Sonoma County, which has 70 school districts, was represented by only 8 members. The ablest teachers of the State were present, and the preponderance of the holders of State Diplomas and Certificates—the "professionals"—was very marked. The best of feeling prevailed. The practical work of the Institute was done in visiting the city schools and observing methods of instruction, which was more profitable than weeks of discussion. The influence of the Institute for good, will be felt all over the State. From time to time, as space can be found, we shall publish the various able addresses delivered before the Institute, and shall give abstracts of the more important discussions and exercises.

State Board of Examination.—At a meeting of the State Board, May 13th, it was unanimously resolved, that no more State Certificates should be issued on papers from examinations in which the Marysville questions, or the December set of questions, 1866, had been used. It was further made a rule of the Board, that hereafter no papers be received by the Board unless the examinations are held within thirty days after the questions are sent from the Department of Instruction. The next questions used by the City Board of San Francisco, will be sent out on the 8th of June.

Professional Teachers.—We publish in this number a carefully prepared alphabetical list of the holders of State Certificates. If any names have been omitted, or any errors made, teachers will please call our attention to the fact. Any teachers whose State Certificates have expired, are invited to apply for a renewal of the same.

We call attention to the new rule of the State Board in another item.

Applicants for the State Normal School.—All pupils applying for admission to this School, from San Francisco, will be required to present themselves before the City Board of Examination, on the 3d of June. Candidates will be admitted in the order of their per centages in examination.

SPECIAL REPORT OF SUPERINTENDENT PELTON.—We make the following extracts from a Special Report of the City Superintendent to the Board of Supervisors:

I would respectfully call the attention of the Honorable Board of Supervisors to the foregoing statistics, and especially to those exhibiting the extraordinary growth of the School Department during the short period embraced in the resolution of your honorable body, calling for this report—an increase of 65 classes, and, in the total enrollment of the public schools, an increase of 5,275 pupils *during twenty months*, to wit:

Number of classes organized June 30th, 1865	149
Total number of pupils enrolled (exclusive of those in evening schools) at that date	7,131
Total number of classes *now* formed (April 25th, 1867)	214

with a total enrollment (including evening schools) of 12,426 pupils.

It will be observed that we here have an increase in the total enrollment of pupils in the public schools, in less than two years, amounting to over 73 per cent. Our special care has been given to primary schools—providing suitable accommodations for these the especial effort and main outlay; and the increase in these schools has been the most extraordinary, to wit: an increase from 90 to 147 classes, having an increase in the total enrollment of nearly 4,000 pupils—equal to an increase of over 81 per cent. on the enrollment of June 30th, 1865. This rapid growth of the School Department is, of course, mainly attributable to the increased facilities and the rapid growth of the school accommodations, which have been recently supplied; especially for the lower grades, or primary schools.

With all our schools judiciously classified and consolidated, in wholesome, convenient, and pleasant buildings belonging to the city, as is, or soon will be, the case, their future prospects are certainly excellent—full of pleasurable encouragement to the friends of education.

Perfecting a uniform system of classification in the various grades of all the schools of the city—improving methods of instruction, rendering the entire course of study in our public schools more simple, more natural and practical, and, hence, more useful—developing a superior mental, physical, social, and moral discipline and culture; in short, bringing the schools to the highest possible standard of merit in *everything* which is excellent, making them, indeed, institutions of a character so good and so complete in organization as to meet every demand of all classes of our citizens, will be, in the future, the legitimate and the pleasurable duty of our Department. The success which has attended the organization and management of our public schools during the past twelve or fifteen years—the high degree of excellence already reached—is a matter of general remark throughout the State, by strangers as well as citizens; but the excellence which they may, and, we believe, will hereafter attain, under improved circumstances, we have reason to hope will fully meet, if not transcend, the highest expectations of their most sanguine friends.

The work of our Department, earnestly undertaken in the early part of last year, and continued since during the past year and a half, we feel has been an important one for the city; one which, we believe, will be appreciated by all who will give the subject sufficient attention to understand what has been done, and with what moderate sum it has been accomplished.

DIED, in this city, April 15, JULIA J. WALKINGTON, a member of the State Normal School, and only daughter of the late S. B. Walkington, of Patterson, New Jersey, aged 18 years, 6 months and 15 days.

LEFT OUT.—Notes of a visiting tour of the State Superintendent in the counties of Santa Cruz, Sacramento, and Yolo, are unavoidably crowded out this month.

ALUMNI MEETING.—The Fourth Annual Meeting of the "Associated Alumni of the Pacific Coast" will be held in Oakland, on Wednesday, June 5th, 1867. The Orator of the occasion is the REV. A. L. STONE, D.D.; the Poet, FRANK BRET HARTE, Esq. The Oration and Poem will be delivered at 3 P.M., in the College School Hall. In the evening will be the customary Alumni Supper, with attractive speaking. This occasion has already established for itself a reputation for rare and unique excellence. The Committee invite you to what they are sure will be a feast of good things. The Association calls upon all College and Professional Graduates to join this literary fraternity, and to prove their interest in its objects by their presence at its annual festival.

NATIONAL EDUCATIONAL ASSOCIATIONS.—The proceedings of the National Teachers' Association, National Association of School Superintendents, and American Normal School Association, at their annual sessions in Indianapolis, August, 1866, together with the lectures and papers, are published in one volume of more than 150 pages, and now ready for delivery. Send orders inclosing 55 cents for each copy to JAMES CRUIKSHANK, Treas. N. T. A. Brooklyn, N. Y. Volumes of proceedings for former years, 50 cents each. Set of seven, $2 50.

STATE BOARD OF EXAMINATION.—The Superintendent of Public Instruction has appointed the following teachers as members of this Board for the coming year: Theodore Bradley, Principal of the Boys' High School; George Tait, of Oakland, ex-City Superintendent of San Francisco; Ellis H. Holmes, Principal of the Girls' High School, and Thomas S. Myrick, Principal of the Union School.

CITY BOARD OF EXAMINATION.—The City Board of Education have elected as members of the City Board of Examination the ensuing year the following teachers: James Stratton, James Denman, and Ebenezer Knowlton. The *ex-officio* members are the City Superintendent, the President of the Board of Education, and the Superintendent of Public Instruction.

UNDER INVESTIGATION.—The case of Miss Amelia Doyle, of Antioch, who was granted a special examination for a Third Grade State certificate, is under investigation, and will be acted upon by the Board as soon as written evidence can be filed before the Board.

CONTRIBUTIONS TO THE LINCOLN MONUMENT FUND.—Tremont District, Solano County, W. H. Fry, Teacher, $4.00; Evergreen District, Santa Clara County, Mary Merritt, Teacher, $5.50; Peralta District, Alameda County, A. J. King, Teacher, $1.00.

OMITTED.—In the list of First Grade State Certificates published in the last number of the TEACHER, the name of Miss Minnie E. Hubbard, of Nevada, was accidentally omitted.

OUT OF DANGER.—"Father," said a cobbler's boy, as he was pegging away at an old shoe, "they say that the trout bite now." "Well, well," replied the old gentleman, "you stick to your work, and they won't bite you!"

REPORTS OF TEACHERS.—The law requires that the Teacher's Report shall be made to the County Superintendent on or before the 10th of July next. It is not necessary to make the report in duplicate to the Trustees, unless they specially require it, because all the statistics are found in the School Register.

If the Registers have been properly kept, this report can be made out in two hours' time, and it is particularly desirable that they should be forwarded immediately after the close of the school year, or at the close of school, if the term ends before the year.

In returning the "Whole Number of Pupils Enrolled," teachers will understand that it means simply the total number of different names that have been entered during the year, and neither the summary of the monthly entries, nor the average of those entries. Many teachers made sad blunders last year in this column.

Teachers having made their own report, should assist the Trustees to make theirs, and endeavor to secure a prompt return to the County Superintendent. The delay of a single District Report necessarily delays the report of the County Superintendent, and the absence of a single County Report delays the report of the State Superintendent. It is a part of the duty of teachers to give particular attention to these Annual Reports.

CAN'T RUB IT OUT.—"Don't write there," said one to a lad who was writing with a diamond pin on a pane of glass in the window of a hotel. "Why?" said he. "Because you can't rub it out," was the reply. There are other things which men should not do, because they cannot rub them out. A heart is aching for sympathy—a cold, perhaps, a heartless word is spoken. The impression may be more durable than that of the diamond upon the glass. The inscription on the glass may be destroyed by the fracture of the glass, but the impression on the heart may last forever. On many a mind and many a heart sad inscriptions are deeply engraved, which no effort can erase. We should be careful what we write on the minds of others.—*Selected.*

STATE CERTIFICATES.—We quote the following section of the Revised School Law, as a reminder to the applicants and recipients of State Certificates:

SEC. 88. * * * * * "All applicants for State Certificates or Diplomas shall pay an examination fee of two dollars, which shall be appropriated to the support of the State Educational Journal."

THE COLLEGE OF CALIFORNIA—Has issued a handsome catalogue, containing the usual matter of interest to parents and scholars. The examination will be held about the time our readers see this number of the TEACHER—May 30th, 31st, and June 3d. Candidates for admission will receive attention June 4th. Commencement, June 5th.

THE STUDENT AND SCHOOLMATE—Is an illustrated Monthly for boys and girls, published by Joseph H. Allen, 203 Washington street, Boston, at $1.50 per year. It is full of good stories, dialogues, enigmas, etc., and deserves honorable mention among all who delight in giving the young folks a chance for enjoyment and improvement.

CORRECTION.—The list of Diplomas issued in January, as published in the last number of the TEACHER, should have contained the name of Miss Maggie McKenzie, of this city. How the mistake occurred may be in part if not wholly explained by the fact that the State Superintendent left the city on one of his educational tours, after the copy had been sent to press; and as the other Resident Editor always takes the Department papers without question, the omission was unnoticed until too late. The correction is due not only to the Department of Instruction, but also to Miss McKenzie, whose success in her profession is fitly recognized by the diploma she has received.

In the April number of the TEACHER, the name of Miss Cornelia A. Campbell should have been printed Miss Cornelia E. Campbell. She is now teaching in the Cosmopolitan School of this city.

Miss Florence A. Morgan is now Mrs. William H. Quinn, and is not teaching.

NEW BOOKS.—The following new Books have been received:

MANUAL OF ELEMENTARY LOGIC. Designed especially for the use of Teachers and Learners. By Lyman H. Atwater, Professor of Mental and Moral Philosophy in the College of New Jersey. Philadelphia: J. B. Lippincott & Co. pp. 244.

In this unpretending manual we find the purpose of the author ably carried out: to furnish a text which may be thoroughly mastered within the limits of time usually allowed to the study of Logic in the higher institutions of learning. The result is very satisfactory. There is necessarily a baldness of statement which reminds one of a skeleton, but in the hands of a thorough teacher the dry bones will readily be made to take upon themselves the roseate flesh indicative of health and perfection.

RELIGIOUS POEMS. By Harriet Beecher Stowe. With Illustrations. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 107.

We regret that this very beautiful volume was published. The authoress manifests less of a cheerful, living faith than we had anticipated. It would seem that a great sorrow was upon her, and that the great light had only *dawned* thereafter. And yet there are some very perfect gems here, shining less lustrously in the proximity of these pages than when they were scattered abroad. It may be that before, this beauty was made more evident by contrast with the ordinary style of religious poems, which contrast is lost when they are placed by themselves.

THE JOURNAL OF MAURICE DE GUERIN. With an Essay by Matthew Arnold, and a Memoir by Sainte-Beauve. Edited by G. S. Trebutien. Translated by Edward Thornton Fisher. New York: Leypoldt & Holt. San Francisco: H. H. Bancroft & Co. pp. 153.

In 1839, the author of this Journal died. In 1860, the Journal was published at Paris. It was received with joy. A new edition was called for in a year. Men of genius recognized the poetic spirit which had seeemd to be lost to the world. The American edition is handsomely prepared, and will find "fit audience, though few." It seems to have been a sad life, affording too much time for introspection. In America, the life would have been simply impossible. We read the pages as if written by a man from far away with few surroundings which we recognize; but it was a gentle-hearted man, and many of his thoughts deserve to live. They may help some striving ones in this new world,

serving to temper their aspirations, and make them as Goethe says, "think of living." So we are glad to see the Journal of Maurice de Guérin.

MEMOIRS AND CORRESPONDENCE OF MADAME RECAMIER. Translated from the French, and edited by Isaphene M. Luyster. Boston: Roberts Brothers. San Francisco: A. Roman & Co. pp. 408.

The story of this most beautiful woman is hardly known in America; but this volume shows how widely she was esteemed in Europe, among men whose names have gone over the world. In most biographies, the letters written by the subject are recorded; but this book reverses the natural order, only seven written by Madame Récamier being given, while those to her from such sources as General Bernadotte, Madame de Staël, Lucien Bonaparte, Moreau, Chateaubriand, Queen Hortense, etc., are numerous. To persons fond of court gossip, and of the private doings among people that make history, these memoirs will be of decided interest.

THE PERSONAL HISTORY OF DAVID COPPERFIELD. By Charles Dickens. With Original Illustrations by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 494.

The "Diamond Dickens" progresses famously. This is No. 3, of the monthly issues, and the entire set is to be completed in thirteen volumes. Concerning David Copperfield, it is unnecessary to speak further than to say its appearance in this series is most welcome. Nowhere else has Dickens so fully done himself justice as in this admirable story, which we read for the hundredth time, more or less, with fresh pleasure and renewed satisfaction.

THE ELEMENTS OF COMPOSITION, BELLES LETTRES, AND ORATORY. By Augustus Layres, Professor of various languages, Rhetoric and Science. San Francisco: A. Roman & Co. pp. 166.

Prof. Layres has become well known in the leading cities of the State through his course of lectures on Composition and Oratory. In this book, which is the first part of his course, to be succeeded by two other volumes, we have the elements set forth which are deemed by the learned professor suitable for the instruction of children and youth. We have read the book before us with interest and profit, and commend it to the teachers of the State as containing valuable suggestions that may be made practically useful in the school-room. It would be well to have it placed on the list of books for Libraries, as containing in small space and scientific form the elements of a very important art. As a text book in ordinary schools, we think it would hardly prove popular. Indeed, it would seem the author himself was aware that the text is somewhat abstruse for a pupil, since he has placed under almost every page of the text questions with short answers comprising the main points of the more elaborate statements above. The work is dedicated to "the Directors of Public and Private Instruction, to the Patrons of the Author, and to all the Friends of Literature;" and the closing paragraph of the Preface is as follows:

"If the public and private institutions of learning of the United States of America, and more particularly those of the STATE OF CALIFORNIA—whence this treatise has emanated—shall derive benefit from the author's work, he will have attained his object, and will consider himself amply repaid for his labor."

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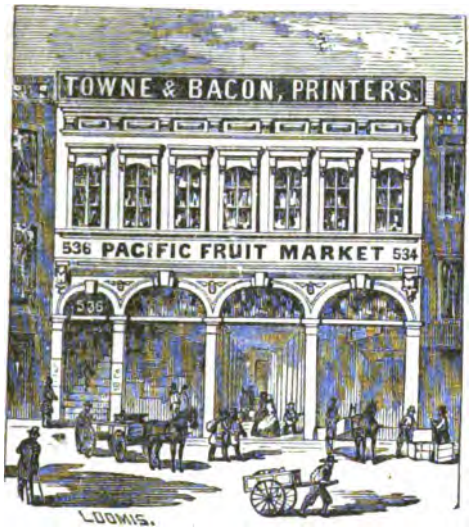

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This is a new SCHOOL GEOGRAPHY of the World. It has been prepared by a practical teacher, of thirteen years' experience, for use in the Pacific States. The demand for it seemed imperative, owing to the vastness and novelty of the interests of this portion of the Union, and the meagre space allotted to them in other Geographies. It seems only reasonable that a pupil in California, Oregon, Nevada, Washington, Idaho, Montana, Utah, Colorado, New Mexico, or Arizona, should learn something more of his own State than can be gleaned from a few imperfect statements, and small, incorrect maps.

The special features of this Geography are the following:

1. A large amount of text devoted to the Pacific States. The sections and interests of each are reviewed in detail.

2. New and correct maps, general and local, of the Pacific domain.

3. The matter pertaining to the Pacific Coast is placed foremost, so that the pupil begins his study of the world at home.

4. When foreign countries are treated, especial attention is directed to the markets and supply ports of the Pacific States. And a fuller exhibition than ordinary is given of those countries with which the Pacific States hold direct intercourse, to wit: Mexico, Central America, South America, Eastern Asia, Japan, and Oceanica. British Columbia and Vancouver Island are treated with especial fullness.

5. The book aims to serve as the training book of a habit of *connecting cause and effect*. Hence, facts are rarely stated unaccompanied by their causes or effects. Thus the great laws of Physical Geography are constantly brought before the pupil's attention.

6. The Map Questions are reduced in number; and the Text Questions are written so as to call out the *causes* of facts, as well as the facts themselves.

7. The mechanical execution of the work, to wit: the printing, the maps, and the illustrations, is of the first order.

This GEOGRAPHY has been most highly recommended by all the leading Educators of California.

Mr. SWETT, State Superintendent of Public Instruction, says: "CLARKE'S GEOGRAPHY supplies a want which has long been felt," and adds: "It cannot fail to be received with deligh by all teachers and educators."

Prof. MINNS, Principal of the State Normal School, says: "The work is absolutely demanded on the Pacific Coast."

Rev. Mr. VEEDER, Principal of the City College, San Francisco, says: "It meets a want that entitles it to a place in all our schools, to the exclusion of all other School Geographies of the same scope."

Mr. SWEZEY, Resident Editor of the TEACHER, says: "I do not see that any question can exist in respect to its superiority over all other text books on Geography for the use of schools on the Pacific Coast."

Rev. Mr. WILLEY, Vice President of the College of California, says: "It ought at once to be adopted by all our schools, in preference to any other."

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Arithmetic—Eaton's Common School; Mental. *Grammar*—Quackenbos'. *Geography*—Shaw & Allen's; Cornell's Outline Maps; Map of California; Outline MapDrawing. *History of the United States*—Quackenbos'. *Penmanship*—Spencerian. *Reading*—Willson's Fourth Reader. *Spelling*—Willson's Larger. *Oral Exercises*—Willson's Charts. *Elocution*—Analysis of Elementary Sounds. *Blackboard Writing and Drawing. Vocal Music. School Calisthenics and Gymnastics. Elementary Instruction*—Sheldon's.

JUNIOR CLASS.

Arithmetic—Eaton's Higher. *Algebra*—Robinson's Elementary. *Grammar*—Quackenbos'. *Geography*—Shaw & Allen's Comprehensive; Guyot's Wall Maps. *History of United States*—Quackenbos'. *Physiology*—Hooker's. *Reading*—Willson's Fifth Reader. *Definitions and Spelling. English Composition. Elocutionary Exercises*—Russell's. *Elementary Instruction*—Sheldon's. *Vocal Music. School Calisthenics and Gymnastics.*

SENIOR CLASS.

Arithmetic—Eaton's Higher. *Algebra*—Robinson's Elementary. *Geometry. Grammar*—Quackenbos'. *Rhetoric*—Quackenbos'. *Natural History*—Hooker's. *Natural Philosophy*—Quackenbos'. *History*—Worcester's Compend. *Physiology*—Hooker's. *Physical Geography. Bookkeeping. Art of Teaching*—Russell's Normal Training; Russell's Vocal Culture; Sheldon's Elementary Instruction; Page's Theory and Practice. *Constitution of the United States. School Law of California. Use of State School Registers, Forms, Blanks, and Reports. Vocal Music. School Calisthenics and Gymnastics.*

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TRAINING SCHOOL.

MRS. C. H. STOUT.....Principal.
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STATE NORMAL SCHOOL.

The Seventh Term of the State Normal School closed on Thursday, June 7th, 1866, with public exercises in the Lincoln Hall. The Eighth Term will open on Thursday, July 5th.

EXTRACT FROM THE REGULATIONS.

All pupils, on entering the School, shall be required to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

The Principal of the School shall be authorized, under the direction of the Executive Committee, to examine and admit applicants at any time during the term, when it shall appear that such candidates could not present themselves at the opening of the term.

No pupil shall be entitled to a Diploma who has not been a member of the School at least one term of five months; but certificates of attendance, showing character and standing, shall be given to all who pursue an undergraduate or temporary course of study.

GENERAL REMARKS.

The object of the California State Normal School is to provide for the Public Schools of the State a class of well-trained professional Teachers. The course of study as adopted for the School in its present stage of advancement, may seem very plain and unassuming, compared with the more pretentious lists of sciences and languages pursued in many private institutions; but it should be borne in mind that the aim of the Normal School is to teach thoroughly what it assumes to teach, and that its purpose is to fit Teachers for the actual duties of our public school rooms, rather than to graduate mere literary scholars.

As the maximum number the School can accommodate is not yet reached, pupils will be received from any county in the State, without reference to the county apportionment allowed by law.

Applicants who desire further information will apply by letter to the Principal of the School.

Public School Teachers, who have already been engaged in teaching and who wish to avail themselves of the advantages offered by the Training School for imparting a thorough knowledge of the system of Object Training, can enter the Senior Class, if sufficiently advanced in their studies, and graduate at the end of a six months' course.

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THE respective numbers comprising the fourth volume of this journal will be published punctually on the first day of each month, commencing July 1st, 1866, by the California Educational Society. Each number will contain from twenty-four to thirty-six pages, octavo, besides advertisements. It is now made by law the official organ of the Department of Public Instruction, and all circulars issued by the State Superintendent, or by the State Board of Education, will be published in its pages. It is required by law to be sent to the Clerk of the Board of Public School Trustees of every School District in the State, as well as to each District Library in the State; and will be, therefore, made the medium of all instructions to school officers and school teachers. It has also been selected by Hon. A. F. White, Superintendent of Public Instruction of Nevada, under the School Law of that State, to be sent to all the District Clerks of Nevada. It is the purpose of the editors to make this journal worthy of the support of every professional teacher in the State, and of the attentive perusal of all school officers. They hope to make it a periodical which shall fitly represent abroad, in other States, the progress of Education on the whole Pacific Coast. It will be devoted to establishing and perfecting a system of Free Schools in California and Nevada, and to the work of organizing the occupation of teaching into a *recognized profession*; but while doing this, the claims of Colleges, Seminaries, and private institutions will be recognized as forming an essential part of the educational

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The Eighth Term of the State Normal School commenced on Thursday, July 5th, 1866, and will close in December next.

EXTRACT FROM THE REGULATIONS.

All pupils, on entering the School, shall be required to sign the following declaration of intention:

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The Assistant Teachers in the Normal School shall visit the Training Classes at least once a week, for a time not less than one hour each visit. The credits obtained in the Training School shall be kept by the Principal of the State Normal School in a record separate from the term record of the pupils, and shall form an important part of the graduating standard.

GENERAL REMARKS.

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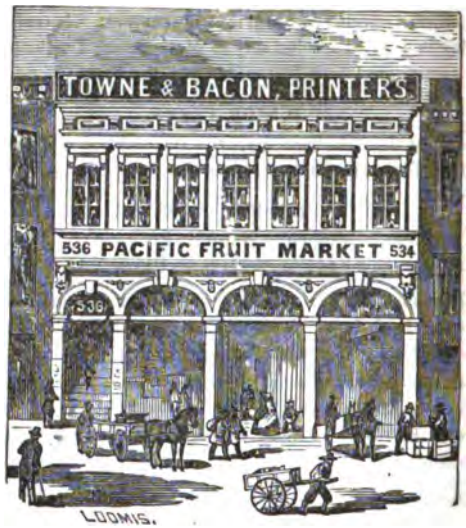

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The Eighth Term of the State Normal School commenced on Thursday, July 5th, 1866, and will close in December next.

EXTRACT FROM THE REGULATIONS.

All pupils, on entering the School, shall be required to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

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No pupil shall be entitled to a Diploma who has not been a member of the School at least one term of five months; but certificates of attendance, showing character and standing, shall be given to all who pursue an undergraduate or temporary course of study.

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The Assistant Teachers in the Normal School shall visit the Training Classes at least once a week, for a time not less than one hour each visit. The credits obtained in the Training School shall be kept by the Principal of the State Normal School in a record separate from the term record of the pupils, and shall form an important part of the graduating standard.

GENERAL REMARKS.

The object of the California State Normal School is to provide for the Public Schools of the State a class of well-trained professional Teachers. The course of study as adopted for the School in its present stage of advancement, may seem very plain and unassuming, compared with the more pretentious lists of sciences and languages pursued in many private institutions; but it should be borne in mind that the aim of the Normal School is to teach thoroughly what it assumes to teach, and that its purpose is to fit Teachers for the actual duties of our public school rooms, rather than to graduate mere literary scholars.

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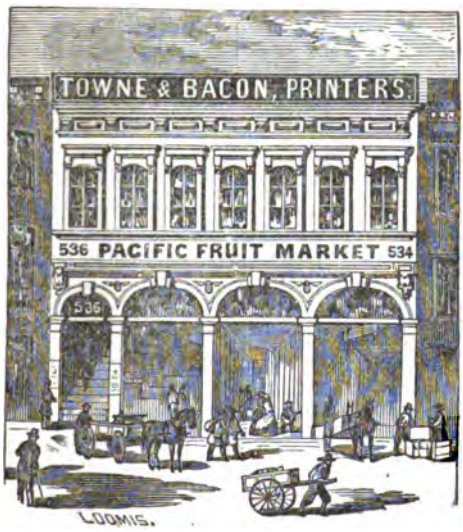

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Methods of Teaching.—State Course of Study. Rules and Regulations. Use State Registers. School Law. Half an hour each day to be devoted exclusively to Methods of Teaching and School Management.

General Exercises.—Select Readings; Declamations, and reading of Compositions weekly in each class room on Friday, and monthly as a general exercise for the whole school. Exercises in free Gymnastics, with dumb bells, rods and rings, etc., daily, fifteen minutes.

Training School.—Pupils shall be detailed to teach in the Training School, one week at a time, in the following order: Two from the Senior Class, and two from the Junior Class, detailed each week in alphabetical order.

Two pupils each day shall be detailed from the Sub-Junior Class to visit the Training School and observe Methods of Teaching. The Principal of the Normal School shall visit the Training School half an hour daily to observe the methods pursued by the pupil teachers.

The Assistant Teachers in the Normal School shall visit the Training Classes at least once a week, for a time not less than one hour each visit. The credits obtained in the Training School shall be kept by the Principal of the State Normal School in a record separate from the term record of the pupils, and shall form an important part of the graduating standard.

GENERAL REMARKS.

The object of the California State Normal School is to provide for the Public Schools of the State a class of well-trained professional Teachers. The course of study as adopted for the School in its present stage of advancement, may seem very plain and unassuming, compared with the more pretentious lists of sciences and languages pursued in many private institutions; but it should be borne in mind that the aim of the Normal School is to teach thoroughly what it assumes to teach, and that its purpose is to fit Teachers for the actual duties of our public school rooms, rather than to graduate mere literary scholars.

As the maximum number the School can accommodate is not yet reached, pupils will be received from any county in the State, without reference to the county apportionment allowed by law.

Applicants who desire further information will apply by letter to the Principal of the School.

STATE NORMAL SCHOOL.

The Eighth Term of the State Normal School commenced on Thursday, July 5th, 1866, and will close in December next.

EXTRACT FROM THE REGULATIONS.

All pupils, on entering the School, shall be required to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

The Principal of the School shall be authorized, under the direction of the Executive Committee, to examine and admit applicants at any time during the term, when it shall appear that such candidates could not present themselves at the opening of the term.

No pupil shall be entitled to a Diploma who has not been a member of the School at least one term of five months; but certificates of attendance, showing character and standing, shall be given to all who pursue an undergraduate or temporary course of study.

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JUNIOR CLASS.

Same studies as in the entering class, with the addition of Algebra and Physiology. Methods of Teaching, half an hour daily.

SENIOR CLASS.

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Methods of Teaching.—State Course of Study. Rules and Regulations. Use State Registers. School Law. Half an hour each day to be devoted exclusively to Methods of Teaching and School Management.

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PROSPECTUS

OF

THE CALIFORNIA TEACHER.

VOLUME FOURTH.

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Hon. A. F. White, Superintendent of Public Instruction of Nevada, under the School Law of that State, to be sent to all the District Clerks of Nevada. It is the purpose of the editors to make this journal worthy of the support of every professional teacher in the State, and of the attentive perusal of all school officers. They hope to make it a periodical which shall fitly represent abroad, in other States, the progress of Education on the whole Pacific Coast. It will be devoted to establishing and perfecting a system of Free Schools in California and Nevada, and to the work of organizing the occupation of teaching into a *recognized profession;* but while doing this, the claims of Colleges, Seminaries, and private institutions will be recognized as forming an essential part of the educational interests of the State. It will urge upon teachers the necessity of a higher standard of professional skill and attainments, and the advantages of combining their strength in County and State Associations, Societies, and Institutions. It will urge upon school trustees the economy of employing the best teachers; of paying them high rates of wages; of building neat, convenient, and spacious school houses, and of furnishing them with maps, charts, apparatus, libraries, cabinets, and all the improved modern appliances of the school room. Educational information of the various State and national educational journals, will be condensed into readable form for its pages, for the purpose of representing the educational progress of the whole country, as well as of our own State. New publications of special interest or importance will be carefully noticed and reviewed, particularly those relating to schools and teachers. While nothing of a *partisan* character will be admitted in its pages, it will never shrink from a free expression of its opinion on all issues involving the life and unity of the nation.

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Sept.

A

STATE NORMAL SCHOOL.

The Ninth Term of the State Normal School commenced on Wednesday, January 2d, 1867, and will close in June next.

No new pupils will be admitted until the opening of the next term.

EXTRACT FROM THE REGULATIONS.

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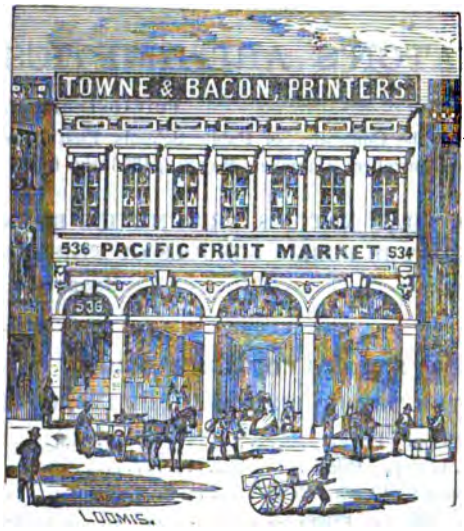

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PROSPECTUS

OF

THE CALIFORNIA TEACHER.

VOLUME FOURTH.

THE respective numbers comprising the fourth volume of this journal will be published punctually on the first day of each month, commencing July 1st, 1866, by the California Educational Society. Each number will contain from twenty-four to thirty-six pages, octavo, besides advertisements. It is now made by law the official organ of the Department of Public Instruction, and all circulars issued by the State Superintendent, or by the State Board of Education, will be published in its pages. It is required by law to be sent to the Clerk of the Board of Public School Trustees of every School District in the State, as well as to each District Library in the State; and will be, therefore, made the medium of all instructions to school officers and school teachers. It has also been selected by Hon. A. F. White, Superintendent of Public Instruction of Nevada, under the School Law of that State, to be sent to all the District Clerks of Nevada. It is the purpose of the editors to make this journal worthy of the support of every professional teacher in the State, and of the attentive perusal of all school officers. They hope to make it a periodical which shall fitly represent abroad, in other States, the progress of Education on the whole Pacific Coast. It will be devoted to establishing and perfecting a system of Free Schools in California and Nevada, and to the work of organizing the occupation of teaching into a *recognized profession;* but while doing this, the claims of Colleges, Seminaries, and private institutions will be recognized as forming an essential part of the educational interests of the State. It will urge upon teachers the necessity of a higher standard of professional skill and attainments, and the advantages of combining their strength in County and State Associations, Societies, and Institutions. It will urge upon school trustees the economy of employing the best teachers; of paying them high rates of wages; of building neat, convenient, and spacious school houses, and of furnishing them with maps, charts, apparatus, libraries, cabinets, and all the improved modern appliances of the school room. Educational information of the various State and national educational journals, will be condensed into readable form for its pages, for the purpose of representing the educational progress of the whole country, as well as of our own State. New publications of special interest or importance will be carefully noticed and reviewed, particularly those relating to schools and teachers. While nothing of a *partisan* character will be admitted in its pages, it will never shrink from a free expression of its opinion on all issues involving the life and unity of the nation.

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The Ninth Term of the State Normal School commenced on Wednesday, January 2d, 1867, and will close in June next.

No new pupils will be admitted until the opening of the next term.

EXTRACT FROM THE REGULATIONS.

All pupils, on entering the School, shall be required to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

The Principal of the School shall be authorized, under the direction of the Executive Committee, to examine and admit applicants at any time during the term, when it shall appear that such candidates could not present themselves at the opening of the term.

No pupil shall be entitled to a Diploma who has not been a member of the School at least one term of five months; but certificates of attendance, showing character and standing, shall be given to all who pursue an undergraduate or temporary course of study.

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GENERAL REMARKS.

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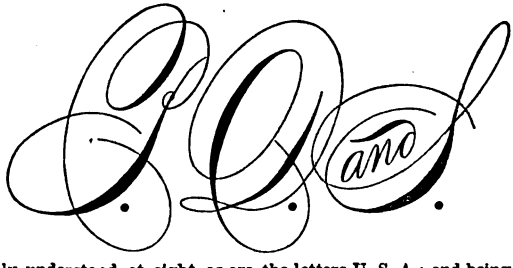

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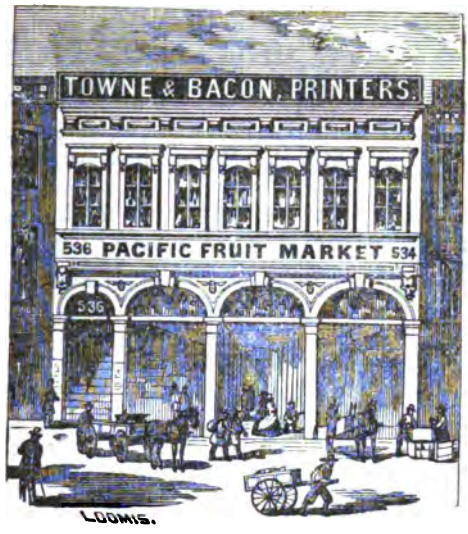

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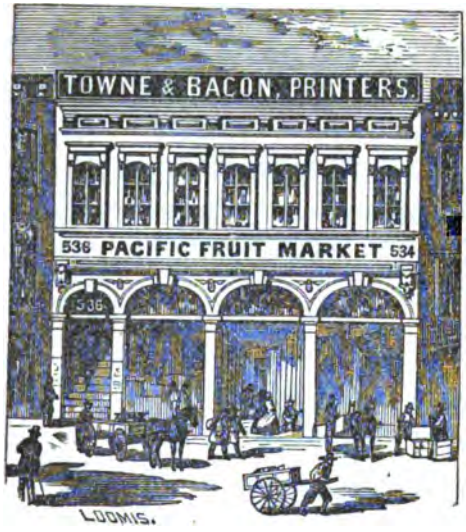

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1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School, except teachers who are fitted to enter the senior class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term-time, except in the case of teachers who hold at least second grade State or county certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the per centage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into three classes: Sub-Junior, Junior, and Senior.

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Arithmetic.—Eaton's Common School, completed.

Algebra.—Robinson's Elementary, begun.

Grammar.—Quackenbos', begun. Exercises in *ex tempore* compositions on assigned topics, once in two weeks. Exercises in writing, folding, and addressing letters. Compositions on subjects selected by the pupils once a month.

Boyd's Rhetoric.

Geography.—Clarke's completed. Exercises in Map Drawing, and use of the Globe.

Physiology.—Hooker's, begun; second term.

History of United States.—Quackenbos', completed; first term.

Reading.—Russell's Vocal Culture, alternating with Willson's Speller. Vocal exercises adapted to the State course of study.

Methods of Teaching.—Half an hour daily to be devoted exclusively to the art of teaching. *Sheldon's Elementary Instruction*, used as text-book. Page's Theory and Practice, read in the second term. State Course of Study for third and second grades. Use of Willson's Charts.

Calisthenics.—Mason's Manual. Daily exercise of five minutes, conducted by pupils in rotation.

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SENIOR CLASS.

Arithmetic.—Eaton's Higher, alternating with Algebra.

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Natural Philosophy.—Quackenbos'.

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Two pupils each day shall be detailed from the Sub-Junior Class to visit the Training School and observe Methods of Teaching. The Principal of the Normal School shall visit the Training School half an hour daily to observe the methods pursued by the pupil teachers.

The Assistant Teachers in the Normal School shall visit the Training Classes at least once a week, for a time not less than one hour each visit. The credits obtained in the Training School shall be kept by the Principal of the State Normal School in a record separate from the term record of the pupils, and shall form an important part of the graduating standard.

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COMMON SCHOOL READINGS.

BY JOHN SWETT,
SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF CALIFORNIA.

PREFACE.

This compilation of prose and poetical selections for declamations, recitations, and elocutionary readings, is designed for use in Grammar Schools and ungraded country schools. The large size and high price of most of the "school speakers" practically exclude them from schools below the grade of High schools. A book of medium size, and reasonable price, seems to be needed for our Common schools.

It has been the aim of the compiler to select pieces adapted to the tastes and understanding of school children, to make modern selections not found in other works of a similar character, and to exclude the waste matter, never used by either teachers or pupils, which fills so large a space in many works on elocution. The prose declamations, selected from American orators, are patriotic and national in their character; and the poetical selections, mostly from American poets, are full of that fervid devotion to freedom which constitutes the life of the nation. Many of the selections in this volume have stood the practical test of use in a large grammar school, in which some attention was given to elocution; and its preparation originated in a desire to meet a want felt and expressed by many Common school teachers.

San Francisco, December, 1866.

EXTRACTS FROM THE INTRODUCTORY REMARKS.

Reading is one of the essential branches of a public school course of study. All children must be taught to pronounce words, and to read sentences. This is necessarily a slow process, and too many teachers make it a mechanical one. Too little attention is given to reading as an art, in which the purpose of the reader is to convey ideas to those who listen. Elocutionary training, in its higher departments of declamation, dialogue, recitation of poetry, vocal culture, and gesture, should form a part of common school instruction. Elocution, as an art, has been considered as lying beyond the province of the common school, and belonging mainly to the High School, the Academy, and the College.

Elocutionary instruction should be given in the common schools, because there a greater majority of American children receive their only education. It should be begun in early life, because then the vocal organs are flexible and susceptible of training. It is a serious defect in our school methods of instruction, that the expressive faculties, comprising feeling, affection, emotion, passion, imagination, fancy, association, imitation, and description, are called so little into action. Elocution, when properly taught, calls into active exercise the expressive faculties, and tends to educate the child as a social being. * * * * * * * *

The reading and recitation of poetry by girls is an indispensable part of the education of woman, as one of the most efficient modes of discipline for the taste and imagination. Many of the most exquisite passages of the poets can never be fully appreciated until repeated by the voice of woman.

Whatever the number of classes, however pressed for time the teacher may be, some attention should be given to elocution in every school. The advantages are too great to be overlooked.

Elocution cultivates a taste for reading; the young scholar becomes familiar with the choicest passages of English literature, which, committed to memory, are retained

through life. There are no purer models of classical English than the speeches of Daniel Webster; no more glowing words spoken for liberty and freedom than those of our own lamented Baker and King. There is Whittier, the bard of Freedom, whose sweetest songs are sung in his old age—let our school-boys and school-girls know his poems by heart. The patriotic lyrics of Holmes, and Byron, and Longfellow, and Lowell—they will mould American character, and why are they not as valuable in the schoolroom as the multiplication table and the spelling-book. * *

The need of elocutionary culture, somewhere in our course of education, is self-evident. American public speakers, as a class, whether at the bar, on the stump, in the pulpit, or in the lecture-room, are good illustrations of the neglect of early elocutionary training. One stands with his hands in his pockets; one rests his body on his paws, like an orang-outang; another offends the eye, by wild, meaningless, uncouth, frantic gesticulations; and a fourth stands stock-still like a cast-iron city lamp-post.

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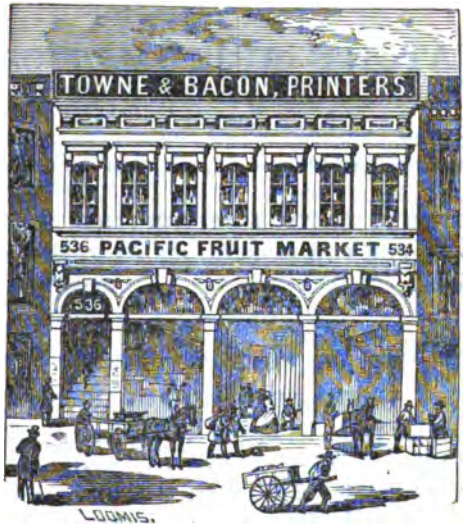

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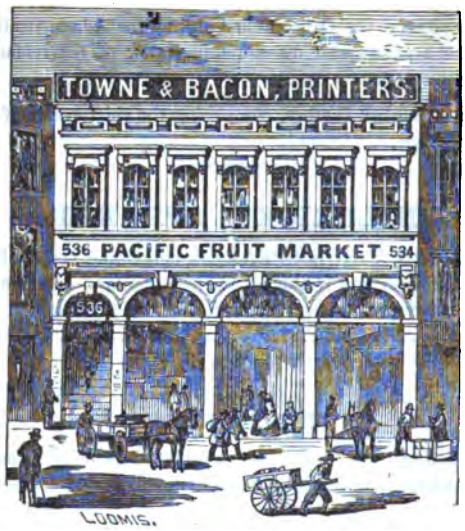

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